DOCUMENT RESUME

ED 417 684 HE 031 143

AUTHOR	Marchese, Theodore J., Ed.
TITLE	AAHE Bulletin, 1996-97.
INSTITUTION	American Association for Higher Education, Washington, DC.
ISSN	ISSN-0162-7910
PUB DATE	1997-00-00
NOTE	142p.
AVAILABLE FROM	American Association for Higher Education, One Dupont Circle, Suite, Suite 360, Washington, DC 20036-1110 (free to members, institutional subscriptions $35, back issues $5).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	AAHE Bulletin; v49 n1-10 Sep 1996-Jun 1997
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*College Instruction; College Role; *Educational Technology; Educational Trends; Futures (of Society); *Higher Education
IDENTIFIERS	*American Association for Higher Education

ABSTRACT

The 10 issues of this bulletin present reports, reviews and essays on issues concerning the advancement of higher education. Major articles include: "Learning, Teaching Technology"--an interview with Diana Laurillard of Britain's Open University; "Learning, Technology, and the Way We Work" (Russ Edgerton and Barbara Leigh Smith); "Implementing the Seven Principles--Technology as Lever" (Arthur W. Chickering and Stephen C. Ehrmann); "A Nation of Architectural Illiterates" (Lee D. Mitgang); "'Dear AAHE Colleagues': AAHE's President Brings His Twenty-Year Tenure to an End" (Russell Edgerton); "The Pedagogical Colloquium: Focusing on Teaching in the Hiring Process" (Pat Hutchings); "A Report from the Stanford History Department" (Richard Roberts); "Scholars in Search of Publishers" (Ellen Metter); "When Faculty Try Quality" (Marilla Svinicki and Michelle O'Reilly); "Ethical Principles for College and University Teaching" (Harry Murray et al.); "Rediscovering the Joy of Learning: Special Programs for Retirement-Age Learners" (Kenneth E. Young); "Looking Ahead" (Barbara Cambridge); "Spinning Interinstitutional Webs: The Politics of Entanglement" (W. Bruce Shepard); "'College Goes Global, Eats Boston'--A Fantasy, Right?" (Jay A. Halfond); "Revitalizing the Department Chair" (Richard P. McAdams); "Service Learning in the Disciplines--An Interview with Robert Bringle and Edward Zlotkowski"; "Why Campuses Are Turning 'Green'" (Nan Jenks-Jay); "Crossing Cultures: From College Pres to CEO" (Robert V. Iosue); "Faculty Service Enclaves" (Sharon E. Singleton et al.); "What Higher Education Can Do To Get Better Teachers Into Our Schools" (Carol F. Stoel); "The Campus as Learning Community: Seven Promising Shifts and Seven Powerful Levers" (Thomas A. Angelo); "'High Science' vs. 'Just Selling Magazines'? How the NRC and the 'U.S. News' Graduate Rankings Compare" (Evan Rogers and Sharon J. Rogers); "'New Manager Assimilation' Process" (Ira W. Krinsky and Stephen L. Weber); "Getting To Know Peg Miller," an interview with AAHE's new president (Ted Marchese); "Using Accreditation for Your Purposes" (Edward O'Neil). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 417 684

AAHE Bulletin

1996-97

HE 031 143

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

BEST COPY AVAILABLE AAHE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AAHE Bulletin

September/1997 Volume 49/Number 1

Learning, Teaching, Technology

Putting First Things First

AN INTERVIEW WITH DIANA LAURILLARD

Thinking About Technology, and the National Conference

RUSSELL EDGERTON AND BARBARA LEIGH SMITH

1997 National Conference on Higher Education

"Learning, Technology, and the Way We Work"

March 15-19, Washington, DC ■ Call for Proposals

BEST COPY AVAILABLE

■ AAHE NEWS

■ BOARD ELECTION RESULTS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

CALL FOR PROPOSALS
1997 National Conference on Higher Education
March 15-19, Washington, DC

3 **Learning, Teaching, Technology: Putting First Things First**
AAHE president Russ Edgerton interviews author Diana Laurillard, of Britain's Open University

7 **"Learning, Technology, and the Way We Work"**
The theme statement, by AAHE President Russ Edgerton and AAHE Board Chair Barbara Leigh Smith

8 **On "Learning, Technology, and the Way We Work"**
A personal essay by Barbara Leigh Smith

10 **1997 Call for Proposals**
Four theme tracks, illustrative topics and questions, and submission instructions

Insert **1997 Conference Proposal Submission Form**

Departments

14 **AAHE News** . . . election results to AAHE's Board . . . new Assessment Forum director . . . conference updates . . . South Africa tour . . . and more!

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
September 1996/Volume 49/Number 1

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Russell Edgerton. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $85, of which $45 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

BEST COPY AVAILABLE

Cover by CLN Associates. Printing by HBP, Inc.
Cover concept by Dever Designs, Inc.

1997 AAHE National Conference on Higher Education
March 15-19, Washington, DC
Call for Proposals

LEARNING, TEACHING, TECHNOLOGY

Putting First Things First

AAHE's Russ Edgerton interviews author Diana Laurillard, of Britain's Open University.

In considering the role of information technology in higher education, the first thing one learns is that the critical issues are not about technology per se, but form around our views and attitudes toward learning. The ways we teach and organize to achieve the learning we want should inform and shape our uses of technology. Hence the theme of AAHE's 1997 National Conference on Higher Education: "Learning, Technology, and the Way We Work."

Sounds sensible. But then what? Who has set forth these connections? Pursuing just that question, I came across *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology*, by Diana Laurillard. She'd done it all!

Diana Laurillard is pro-vice-chancellor for technology development at the British Open University, one of the early pioneers of distance learning and now, with 150,000 students, Britain's largest university. She also is currently serving as a member of the British government's National Committee of Inquiry Into Higher Education.

Diana begins her book by setting forth what is involved in "making student learning possible," describes the kind of teaching that best elicits such learning (teaching that proceeds as a dialogue between students and teachers), and then uses this "conversational framework" to assess what various kinds of media (television, video, audioconferencing, hypertext, computer-based simulations, etc.) do and do not bring to the teaching/learning process. She ends with how various organizational contexts affect this process.

Last spring, I visited Diana in her office in Milton Keynes, an hour north of London, and we began a conversation that we later completed by telephone. That conversation forms the basis of the article that follows. Also, I'm delighted to report that both Diana and Sir John Daniel, vice-chancellor of Open University, will be presenters at AAHE's 1997 National Conference on Higher Education next March.

—*R.E.*

LAURILLARD

EDGERTON: Diana, before getting into your book, say a word about your professional career. When did you get interested in learning and technology?

LAURILLARD: I began my career as a lecturer in mathematics, having studied math and philosophy at university. I discovered, to my amazement, that students found mathematics very difficult and hard to understand.

In those days, Open University broadcast programs on television, and its mathematics programs were very interesting because they used computer graphics to illustrate difficult concepts, like "limit" and "function."

So I started recording these broadcasts off the air and using them in my own classes. Then I went to the computing department at my university and asked them to do this sort of thing for me. "No," they said, "impossible . . . much too difficult."

Not long after this experience, I heard about a program being established by our government to investigate computer-assisted learning. I jumped at the chance and became a researcher in that program. From there I landed at Open University, which is the place par excellence to practice using educational technology in teaching and learning.

EDGERTON: So when did you

BEST COPY AVAILABLE

start working on *Rethinking University Teaching?*

LAURILLARD: It had been germinating abut twenty years, actually. Going to conferences, I kept finding people who were working in this field completely unaware of all that had gone before. Their thinking was very often technology-driven, and it seemed to me that there needed to be a book that grounded the value of technology and what it contributes to teaching in an understanding of student learning.

EDGERTON: In your book, you begin with the premise that the faculty's role should be not simply to impart knowledge but to make a real contribution to student learning. That's a familiar theme in our own national conversation. But then you go on to argue that to make learning possible in schools and colleges, we need to understand the difference between classroom learning (what you call "academic learning") and the kind of learning that takes place in ordinary life. Say more about this proposition.

LAURILLARD: For years, educational theorists and practitioners have been telling us about the role of experience in learning — and the importance of relating what goes on in the classroom to one's everyday life. You can begin with John Dewey and go on from there. I wanted to pin down the nature of the difference between academic learning and experiential learning, because we need to understand that difference in order to see how it affects the way we need to teach.

For example, some studies were done on kids who work in street markets in Brazil. These kids could perform arithmetic operations like working out the number of bananas you get for twenty cents if they cost seventy cents for ten. But they couldn't do this same type of problem in the classroom. The conclusion drawn by the researchers was that these kids were being taught badly; their learning was not sufficiently practice-oriented.

And this is true, up to a point. But what the study didn't point out — and it's important for us to understand — is that what these kids were doing in the situated context of the market was not arithmetic. That is, they weren't coming to an understanding of fundamental mathematical principles. What academic learning gives you is the theoretical means to abstract from a particular situation and apply the principle to a range of other situations.

It seemed to me that there needed to be a book that grounded the value of technology and what it contributes to teaching in an understanding of student learning.

EDGERTON: I underlined a paragraph in your book: "Everyday knowledge is located in our experience of the world. Academic knowledge is located in our experience of our experience of the world."

LAURILLARD: That's right. The whole point about academic knowledge is that it is known through exposition, argument, interpretation, reflection on experience, and therefore represents a second-order experience of the world. Students trying to come to grips with what people have said about the world — be it the formalism of arithmetic, Newton's laws, or Charles Handy's principles of management — find this task to be quite difficult. You can't experience theory in quite the same way as you can experience the physical or social world.

EDGERTON: I enjoyed your analysis about how students bring into the classroom all sorts of preconceptions and misconceptions about topics they can't directly experience.

LAURILLARD: It's particularly difficult when an academic topic also has popular associations from everyday life.

But my more immediate point is that students must go beyond all these daily, popular associations we have been talking about in order to grasp Newton's true scientific meaning. But in enabling them to do so, the physics professor cannot offer a new direct experience of the world that perfectly matches Newton's idea.

Every academic subject confronts this challenge of helping students go beyond their experience, of creating a new experience and opportunities to reflect on it, thereby changing the students' perspective, and thereby changing their experience of the world.

That's why I like to call the kind of teaching we do in the academy "mediated learning." Access to experience is direct; access to academic knowledge is mediated by the teacher and teaching materials.

HOW STUDENTS LEARN

EDGERTON: In a wonderful chapter called "The Complexity of Coming to Know," you write about what happens when students actually and successfully engage in academic learning: They apprehend the structure of an argument, integrate things, apply ideas, use feedback, reflect back on it all . . .

LAURILLARD: In that chapter, I was trying to summarize the key findings of what we know about how students learn. Once we see the principal kinds of activities that are essential to academic learning, then we can understand what roles teachers need to play in the learning process.

EDGERTON: And this, in turn, gets us to your framework for effective teaching, which includes four characteristics that are present in effective teaching. Walk us through these.

LAURILLARD: Well, I start with the notion that teaching must be *discursive*. We typically start a course or a lesson with

Student/teacher contact

From *Rethinking University Teaching*

"Given that academic knowledge is a consensual description of experience, it follows that discussion between teachers and student should play a very important part. It should be the mode of learning that drives everything else a student does, even if it is allocated only a small part of the total study time.

"It should not be vanishingly small, however, and there is an increasing danger that it will be. The rapid increase in student numbers in universities makes it even more unlikely that individual students will have more than the briefest conversation with their teacher during a course. Without this element of debate and discussion around academic ideas, universities will become training camps, unable to do more than expose their students to what there is to be known, and to rehearse them in the ability to reproduce it.

"The educational technologies will not overcome the problem of worsening [teacher]-student ratios. Every medium has its strengths, so they can help, but each needs to be complemented by a teacher-student dialogue, and that is undeniably labor-intensive" (p. 178).

How to Order

Rethinking University Teaching: A Framework for the Effective Use of Educational Technology (Routledge, 1993; ISBN 0-415-09289-2 pbk)

North American ordering information is available by phone, mail, fax, or email from: Thomson.com, 7625 Empire Drive, Florence, KY 41042; ph: 800/865-5840; fax: 606/647-5013; email: americas-info@list.thomson.com.

To order online by credit card, visit the Routledge website: http://www.routledge.com/orderinfo.html.

some description from the teacher of the topic, theory, or idea. I argue that the teacher's conception of the topic and the students' conception of the topic must be accessible to each other; that teachers and students must agree on learning goals and tasks. There needs to be some dialogue about why the topic is important.

Then teaching must also be *adaptive*. The focus of the teacher's attention needs to shift in light of how the students are proceeding.

Third, effective teaching is *interactive*. Students must actually do stuff — fieldwork, an experiment, some math problems. They must engage with the topic at a practical level and get feedback on their actions. And, finally, effective teaching must be *reflective*. Students must link the feedback they get from their actions back to the topic goal . . . and articulate back to the teacher, in an essay or project of some kind, their new understanding.

So the whole thing is cyclical, allowing both teacher and students to understand each other's intentions and descriptions of the phenomena at the discursive level, and come to some kind of agreement; then at the interactive level, the students practice their subject, and get feedback on their actions; then they reflect on this experience to integrate it with the theory, and rearticulate what they know at the discursive level.

EDGERTON: My sense is that after a decade of conversation in this country about the reform of undergraduate education, appreciation is growing of the importance of pedagogy. This appreciation is reflected in the now-popular mantra "active learning." I'm drawn to your framework because it's a good deal more refined than is our notion of "active learning," but it's not so complex as to be difficult to remember and use.

LAURILLARD: Yes, but remember that all four characteristics are essential; it's a complete system. We can't have mere telling, nor practice without description, nor experimentation without reflection, nor student action without feedback. Students and teachers must go through the full cycle together.

EDGERTON: And the heart of the process is dialogue, your "conversational framework."

LAURILLARD: Yes.

EDGERTON: So let's hold one method of teaching up in the light of your framework and see how it comes out: Take lecturing. Lecturing is discursive only if the students have a chance to ask questions about the teacher's conception of what the topic is. It's only adaptive if the teacher uses one-minute papers and other devices to get real feedback. Lecturing is, by definition, not very interactive. I suppose it could occasion reflective discussion, but again with difficulty. All in all, lecturing rates pretty poorly according to your framework. Am I on the right track?

LAURILLARD: You're basically right. Lecturing doesn't deliver on very many of my propositions; there's not a lot of experience for students to reflect on. The best teachers try to get around these problems by producing illustrative examples and case studies, for example, but these are typically vicarious experiences, not the real thing where students do something themselves.

TOOLS OF TECHNOLOGY

EDGERTON: Let's go to your analysis of how various technologies fit into this picture. In part two of your book, you classify media by the extent to which they contribute to teaching that is discursive, adaptive, interactive, and reflective.

LAURILLARD: I think one needs to have an idea *why* one is using computers or other media, so we can make principled decisions about these matters. When you apply the criteria to various technologies, you immediately see that one technology can't hope to do it all. We need a range of different kinds of media.

EDGERTON: That reminds me of another one of your one-liners I underlined: "Improvements in university teaching are less likely to come from 'multimedia' than from 'multiple media.'"

LAURILLARD: I believe that's true.

EDGERTON: Let's go to the strengths and weaknesses of particular technologies.

LAURILLARD: Take the

BEST COPY AVAILABLE

Internet, the Web. That's a very good medium for displaying textual materials and even some other presentational devices like diagrams and pictures. If you're also using conferencing devices, it will then allow a discursive relationship between teacher and students. So, especially in an asynchronous conferencing mode, which enables students to have time to reflect on what they are saying, you've got a very good discursive medium between teacher and students, and indeed between a large number of students.

On the other hand, the Internet is not very good for the practice of subjects. For practice, we need to turn to something like the multimedia simulation. With that, you can give students access to a microworld in which they can change the parameters of a task, like getting a rocket into orbit. The feedback they get as they manipulate the model allows them to understand that they got the physics wrong so they can improve their actions in the light of that theory.

EDGERTON: In your book you are pretty hard on hypertext.

LAURILLARD: There's a lot of hype about hypertext. Hypertext is essentially a deconstruction of what would normally be linear narrative text. When students are trying to understand a difficult conceptual idea, they need a narrative line. Our culture first evolved through stories; a story line is important. Hypertext is quite useful as an encyclopedic resource, if you want a bit of this and a bit of that. But it doesn't help make sense of things.

EDGERTON: You have a chart in your book that summarizes your analysis by displaying how seventeen different media fare in terms of your framework — print, television, simulation, audioconferencing, hypertext. . . . Overall, which fare the best?

LAURILLARD: Only two media, tutorial simulations and tutoring systems, can claim to address all the points in my dialogic framework of the learning process. But I hasten to add that this kind of analysis should not be used to determine which media to select, but rather to clarify where a particular medium fails to support the student — and thus suggest what other forms of support, or what other media, are needed.

EDGERTON: Diana, British Open University reaches 150,000 undergraduates through an impressive array of technologies for distance learning, and now along comes the PC and the Internet. What's been their impact?

LAURILLARD: We've always used a combination of printed text, audiocassettes, videocassettes, television, tutorials, telephone tutoring, and residential summer schools. But it's been difficult for us to build in the interactive practice of subjects. In science courses, we send students kits with which to do home experiments, but that's difficult and very costly. Now, with computers, we are able to use simulations. Instead of sending students a microscope and a half dozen slides, we can send them a program that includes a "virtual microscope" and thousands of samples and little pictures of what they can look at.

EDGERTON: How about the humanities?

LAURILLARD: Art history is a example of the same point. Art history is about analyzing paintings, not just looking at them. Students find this difficult. So we've developed a multimedia program that allows students to play with paintings. You can look at about twenty paintings on your screen and then experiment with your own ways of grouping and classifying them. The program analyzes how you've categorized them, and helps you reflect on what you've done. The program will then show you how various experts have classified them, so you begin to learn alternative ways of analyzing paintings.

All too often, multimedia are used simply to present things, because they're so good at this. But such an approach seriously underutilizes what computer-based media are really good at, which is interactivity, responding to what you do. Hopping around from one bit to another, as you do in a multimedia encyclopedia, is a waste, because nothing changes based on what you do. But if you have the opportunity to take something like the *Mona Lisa* and resize the head or remove the hands, you begin to get an idea of what compositional elements have gone into making that painting a classic.

Multimedia should be used to give students a direct practical experience of their subject as a grounding for the theory.

A CHANGE IN CULTURE

EDGERTON: Diana, I know many of our readers will want to both have a look at your book as well as come hear you at our conference next March. But before we sign off, say a word about the organizational environments we need in order to foster best forms of academic learning.

LAURILLARD: The conversational framework I have been touting for our teaching and use of technology needs to operate at all levels . . . the department, the institution, indeed the whole country. So, for example, in my role as pro-vice-chancellor for technology development, I'm trying to make Open University into a learning organization. The introduction of new technologies means that we have to rethink how we teach: We must learn from our students, reflect on how to improve it, and take our teaching as an opportunity to learn about how students learn.

Now that we are trying to embed new technologies into our system, we have to rework the system itself. So that's what we're doing . . . putting in place quality-assurance processes, feedback systems, and staff development so that our faculty can learn from the students' experience, and from one another; and we also need to revise the promotion and reward processes so that our faculty are motivated to go into these new technologies and disseminate what they learn.

EDGERTON: Diana, thank you! I look forward to seeing you in March. ■

1997 AAHE National Conference on Higher Education
March 15-19, Washington, DC
Call for Proposals

"LEARNING, TECHNOLOGY, AND THE WAY WE WORK"

by
Russ Edgerton, AAHE President
Barbara Leigh Smith, AAHE Board Chair

How you might think about this year's theme.

After a lively discussion about the impact on higher education of the new information technologies, AAHE's Board of Directors decided at its spring meeting that AAHE's 1997 National Conference on Higher Education should focus on the theme "Learning, Technology, and the Way We Work." The Board also discussed important changes in the conference itself.

1997 CONFERENCE THEME

For most colleges and universities, the issue is no longer *whether* to use computers, video, and telecommunications but *how* to use these information technologies in the most cost- and pedagogically effective ways. How to take advantage of the new information technologies has become one of higher education's liveliest issues and greatest challenges.

If that question has already generated a good deal of discussion, the question AAHE's Board members addressed was sharper: What distinctive contribution could AAHE make right now to the national conversation about learning and technology?

Five points emerged that are guiding AAHE's planning for the 1997 National Conference:

➤**Reframing the conversation.** The fundamental issues higher education faces are not about technology per se; rather, they concern the attitudes toward student learning, and the way our institutions are organized to facilitate this learning, that drive our choices about what technologies to use and how to use them.

AAHE does have a contribution to make, the Board concluded — by sponsoring a National Conference that focuses not on the technology but on the perspectives, frameworks, and tools higher education needs to make sensible choices about technology. The proposed title for this meeting — "Learning, Technology, and the Way We Work" — is intended to communicate that message.

➤**Critically analyzing and legitimating multiple objectives.** The new information technologies have the potential to advance key goals: *expand access, improve quality of learning, reduce costs.* But various constituencies tend to come to the technology conversation with only a limited, and sometimes partisan, set of goals in mind. Often political leaders, and many senior campus administrators, view technology only as a way to meet demands for access at reduced cost. Faculty, on the other hand, frequently see technology solely as a way to enhance the quality of teaching and learning.

AAHE has a role to play here, too, the Board said — in critically analyzing and legitimating all three goals. (An essay by John Seely Brown and Paul Duguid in the July/August issue of *Change* magazine makes an important contribution to the "quality" side of this discussion.)

➤**From "distance" to "distributed" learning.** On many college and university campuses, the conversation about technology is even further fragmented. The continuing-education and outreach communities talk about "distance learning" (a conversation that has focused historically on video and audio technologies to provide remote classrooms). Meanwhile, faculty and administrators across the rest of the campus are increasingly concerned with how new computer-based technologies are changing on-campus instruction. But the Internet and World Wide Web, like a giant flood, are merging these separate arenas into one.

In response, the Board directed, AAHE's National Conference will invite you to move beyond the distance-learning *versus* the campus-bound paradigms — i.e., to come together into one conversation about "distributed" learning.

➤**The critical issue of equity.** A real danger exists that technology will widen gaps between the "haves" and the "have nots."

Accordingly, AAHE's National Conference program will address the public policy agendas that are before higher education, as well as showcase ways, large and small, that campuses can narrow rather than widen the gap in access to information technologies and resources.

➤**AAHE's own pedagogy.** Finally, all the Board members agreed that the 1997 National Conference theme imposes a special obligation on AAHE to model the best uses of technology in its own planning and conduct of this conference.

A special program of "Teaching, Learning, and Technology Tutorials" is described in the Call for Proposals (beginning on page 10). Beyond these tutorials, AAHE also is committed to thinking creatively about showcasing new technologies in general conference sessions. We invite your suggestions for what might be done.

THE CONFERENCE ITSELF

Every spring, as AAHE's Board and staff look back on the National Conference just completed, we return to a familiar set of issues: How can we build more interactive sessions into the already jam-packed program? . . . How can we strengthen the role of AAHE's caucuses and action communities? But this past spring, our discussion reached into the very nature and mission of the conference itself.

Prompting this discussion was the realization that in recent years AAHE has mounted so many new initiatives (three of which convene their own national, annual meetings) that AAHE is beginning to compete with itself for audiences. Last November, 700 members and others attended AAHE's conference on school/college collaboration; more than 1,000 attended the conference on faculty roles and rewards in January; and 1,200 attended the conference on assessment and quality in June. Plus, the Teaching Initiative, the TLT Roundtable program, and the CQI Project this summer each sponsored an intensive institute or academy, drawing collectively another six hundred registrants.

Five-Part Conference "Curriculum"

Clearly, AAHE's rich array of opportunities for professional development is good news. But choosing among those opportunities can also be confusing for a provost with a limited budget, or an engaged faculty member dependent upon that provost's support. Colleagues around the country have been asking, "How do I sort through all these possibilities?" "What agendas are left for AAHE's National Conference to address?"

As we pondered these important questions, we found it helpful to unpack the curriculum of AAHE's National Conference — into components analogous to those on campus. That is, the National Conference has:

➤A "major" — sessions addressing its annual theme.

➤"General education" — sessions that describe the work of all AAHE's special programs and projects.

➤"Electives" — sessions on important nontheme topics of the day.

On "Learning, Technology, and the Way We Work"

by Barbara Leigh Smith

For many years, I've been a proponent of learning communities and collaborative learning, arguing that coherence, personal engagement, and community are fundamental to undergraduate education. As a result, I approach the topic of learning and technology with a strong feeling that our approaches to technology need to be carefully considered and well grounded in what is known about student learning. When I think back to the dismal Introductory Economics telecourse I took twenty-five years ago, and to the many failed experiments with self-paced learning, I have certain apprehensions about the effectiveness of some forms of learning with technology.

But, I must admit that I'm impressed with how far we've come in the past decade. I've seen faculty and students come alive with the creative opportunities emerging technologies can provide. I've seen many positive ways in which technology is being used effectively to reach more students, to enhance the teaching and learning process, and to improve institutional effectiveness. What's really important, I think, is having clear educational values to guide the use of technology and a clear sense of purpose. This subtle issue deserves more discussion. As a provost, I've also spent considerable time this past year dealing with many misconceptions about what technology can and cannot do.

Hyperbole and gloom abound. Some people hope that technology will miraculously solve the access problem while dramatically lowering the costs of higher education. Others, equating technology with passive forms of distance education and loss of faculty jobs, dismiss the creative opportunities too readily. Many are simply confused about what the "it" is and are left wondering how their institution measures up. In my own state, there has been much

BEST COPY AVAILABLE

discussion about technology as we plan for a statewide telecommunications system. It's become increasingly clear to me that the framing of the issue and the opportunity is critical.

The framing of significant issues is what AAHE does best. I hope many of you will be attracted to the "Learning, Technology, and the Way We Work" theme of AAHE's 1997 National Conference. This conference will help us collectively explore the complex issues about technology in higher education. The conference comes at an opportune time: The issue is ripe and clearly on everyone's agenda. There are also now many excellent examples and stories to tell.

But AAHE's will not be an ordinary technology conference. Instead, we will focus centrally on teaching and learning issues, and feature some of the best thinking about how technology can advance the goals of access, quality, and productivity. We will also ask hard questions: How is technology actually being used to enhance student engagement in the learning process? Which technology investments have the biggest payoffs? How is technology being used to expand the academy's reach to an increasingly diverse student population? Is it changing faculty roles? What is its impact on the sense of community in the academy?

In the 1997 National Conference, we will try to move beyond descriptions of how technology works to explore what it does. This necessarily entails situating the discussion of technology squarely in an institutional context, with significant focus on the teaching and learning process. I think AAHE is ideally situated to take on this task.

I joined AAHE when I first became an academic dean at Evergreen in 1978. Over the years, I've found the association to be one of the most effective organizations in higher education. I particularly value the sense of community, the diversity of its membership, and AAHE's farsightedness in framing issues in higher education. As a teaching-centered administrator, I've found AAHE to be a wonderful arena for meaningful conversations that bring all of us together. I hope to see many of you in Washington, DC, March 15-19, 1997. ■

Barbara Leigh Smith is provost of The Evergreen State College, and 1996-97 chair of the AAHE Board of Directors.

- An "extracurriculum" — networking events, meetings, and social occasions that contribute to the overall sense of community among attendees.
- And a "pedagogy."

This spring, we asked ourselves: "How are we doing on each one of these conference components, and how do they relate to one another?"

The conclusion we reached was that, while each area can be improved, the National Conference's weakest component by far was AAHE's "general education." That is, we have not fully developed the "annual meeting" function of the National Conference . . . making the conference the place where, regardless of that year's theme, *all* of AAHE's work comes together, and where AAHE members and other attendees can collectively review that work in light of the continually changing needs of the larger society.

We concluded, further, that *if* we strengthened this "general education" agenda, our campus "agents" (provosts and others who track AAHE's activities and who sponsor faculty and others to attend its meetings) might themselves wish to attend the National Conference, to update themselves on AAHE's many activities and help it set directions that are on target with campus needs.

Schedule Adjustments

As on campus, ideas like this for strengthening portions of the curriculum come down to practical matters such as finding time on the calendar. But in our case, this wasn't too difficult. We know that although the National Conference's keynote address doesn't normally begin until Sunday evening, more than half of all registrants are already in the hotel Saturday evening, drawn by airfare discounts, Sunday preconference workshops, special meetings, or the prospect of brunch with a friend in an interesting city.

So, as an experiment this year, AAHE will start the National Conference's preconference workshops on Saturday (continued on Sunday). Then, on Sunday morning a special plenary session will overview AAHE's work; two-hour, program-specific breakout sessions will follow, concurrent with more workshops. We believe these sessions will be very valuable for anyone who wants to think about the "big picture" of educational reform, especially in terms of AAHE's various initiatives in teaching and learning, assessment and continuous quality improvement, faculty roles and rewards, and service-learning.

Sunday afternoon will provide additional "general interest" sessions. The keynote will take place Sunday evening, perhaps an hour earlier than usual.

Our intent is to invite you to enter and begin to engage the conference at any of three different points: Saturday, if you are interested in preconference workshops; Sunday morning, if you are interested in the work of all of AAHE's special programs; Sunday evening, if you are interested mainly in this year's conference theme.

AN OPEN INVITATION

The Call for Proposals that follows suggests what sort of overall program and sessions the theme "Learning, Technology, and the Way We Work" might yield, and invites your contributions — in the form of session/speaker suggestions, presentation proposals, or both. ■

1997 AAHE National Conference on Higher Education
March 15-19, Washington, DC

CALL FOR PROPOSALS

"Learning, Technology, and the Way We Work"

FOUR THEME TRACKS

In developing your proposals, you may find it helpful to know that the final conference program will be organized around four thematic tracks.

The first three tracks will cluster sessions according to whether they relate primarily to (1) the classroom and other teaching/learning situations; (2) program- and campus-level policies and practices; or (3) issues of infrastructure and general policy.

The fourth track, "Teaching, Learning, and Technology Tutorials," will be a special feature of this year's annual meeting, sponsored with the help of the Carnegie Foundation for the Advancement of Teaching (among others).

Technology Tutorials

The intent of this year's special technology track, "Teaching, Learning, and Technology Tutorials," is to showcase a variety of examples of good practice in the educational uses of information technology — in the form of short, repeating presentations and/or demonstrations.

Examples that relate to the three key goals of expanding access, improving quality of learning, and reducing costs are invited; examples of uses of technology that enable *deep levels of learning* are particularly welcome. Proposals of cases that achieve *both* deep learning and reduced costs will receive extra consideration.

The ideal tutorial will combine presentation and demonstration; and it will fit comfortably into a format of 15-20 minutes and an audience of 15 or so people, i.e., about the right size for effective Q&A. Accordingly, most of the tutorial program will be staged in individual 10'x10' stations in a special, central area of the Exhibit Hall. During designated, 75-minute program time bands, tutorial presenters will be expected to repeat their tutorial three times, as attendees circulate around the hall. Exceptions to this format can be made, and special rooms and longer time bands can be arranged by special request. (In some cases, you may wish to propose both a General Session *and* a companion Teaching, Learning, and Technology Tutorial.)

The typical tutorial will likely showcase a way to teach a particular course using information technology. Presentations by faculty in a variety of disciplines and from many difference kinds of institutions will be featured. But you are also encouraged to use the tutorial program as a way to explain, display, and showcase examples of innovative work that represent practical tools for planning and using technology at levels other than the classroom. A tutorial, for example, might be a videotape about a promising new development in distance learning; a description (with sample guidelines) of a promising approach to faculty development; a sample electronic portfolio of student learning, with a brief description of how it is being used; or a demonstration of new online services offered by a campus library or library consortium.

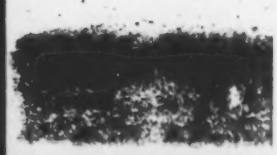
An Open Invitation

Finally, as the essay that precedes this call indicates, remember that AAHE's National Conference always also includes "elective" sessions, unrelated to the year's conference theme or tracks. By all means, please bring forward proposals on such alternative topics, as well.

1997 THEME: ILLUSTRATIVE TOPICS AND QUESTIONS

Track I. "Learning, Teaching, and Technology"

- New technologies enable faculty to facilitate student learning in creative ways. What are the pedagogical advantages of the various media? Their disadvantages?
- What practical tools are available to individual faculty, departments, and campuses interested in evaluating the *effectiveness and efficiency* of various applications of information technology? What have we already learned?
- In what ways can "groupware" and other collaboration-enhancing technologies deepen the collaborative/cooperative learning process?
- How are various technologies redefining essential learning outcomes?



►Where are there specific cases of information technology being used to enhance learning while *also* reducing costs. How generalizable are they?

►How are distance-learning programs taking advantage of PCs and the Internet to enable more *interactive modes* of teaching and learning? Is there evidence of gains in student learning?

►What kind of *critical-thinking skills* do students need to be effective users of new technologies, and to evaluate the information these technologies make available?

►How do faculty members assess whether a particular approach using technology actually enhances the goals of the course?

►What is known about the effectiveness of technology in terms of reaching students with different learning styles? Underrepresented groups?

Track II. "Campus Policies: Rethinking the Way We Work"

►How are colleges and universities organizing themselves to plan for, and make resource allocation decisions about, the uses of the new technologies? What key constituencies should help plan/decide?

►How have colleges of different sizes and fiscal resource bases dealt with the dilemmas of making computers accessible to their students? To their faculty?

►How can colleges and universities use undergraduate students more effectively as resources to assist with the technical support and training needs of faculty? staff? their peers? K-12? Are there ways to make such work as "technology assistants" a formal part of the undergraduate curriculum?

►On the administrative side of the house, what are the most promising examples of technology being used to reduce operating expenses? On the academic side?

►Faculty are communicating scholarly research using new information technologies, and they are making scholarly contributions to the integration of technology into the curriculum and teaching. Are there examples of model policies/practices for documenting, displaying, and reviewing materials for promotion and tenure that recognize these new kinds of scholarship?

►What approaches to faculty development in technology are institutions finding most cost-effective? What roles are teaching/learning centers playing? How are faculty actually using incentive grant funds?

►In what new ways are librarians ("cybrarians"?) now working with faculty and students? How do information resource management and information literacy concepts influence that work?

►What is the experience of colleges that have pioneered "virtual" college placement and other student services?

►What are the most impressive models of campus collaborations with schools around issues of technology and learning?

Track III. "Infrastructure and General Policy"

►Many states with limited resources see new, technologically based delivery systems as a solution to new enrollment demands. What can we learn from the experiences of the mega distance- learning universities around the world, e.g., Britain's Open University?

►How should traditional colleges and universities view the arrival of alternative, distance-learning institutions such as the Western Governors University, the University of Phoenix, and the National Technological University?

►What are the rights, limitations, and ethical responsibilities of faculty who want to use digital information in their teaching and learning? What can higher education do to influence the changing laws on electronic fair use, pornography, privacy, etc.?

►As exciting and promising as they are, information technologies can be a source of anxiety and

Special for faculty!

Forum on Exemplary Teaching

The National Conference always includes numerous open sessions and activities of interest to faculty. But in 1997, the conference program also will include a special-invitation, faculty-only AAHE Forum on Exemplary Teaching.

Sponsored by the AAHE Teaching Initiative since 1989, the Forum consists of a series of presentations and roundtable discussions that offer participating faculty the chance to become part of a network of excellent teachers who also care about the improvement of teaching beyond their own classrooms.

Invitations to send a faculty delegate to the Forum will be mailed to all chief academic officers early in 1997. If invitation materials should also be sent to a second person on your campus, contact Pamela Bender, Program Coordinator, AAHE Teaching Initiative, at 202/293-6440 x56 or aaheti@aahe.org. ■

BEST COPY AVAILABLE

Exhibit Program

Join other higher education institutions, nonprofit groups, and commercial vendors in the National Conference's Exhibit Program. By exhibiting at the conference, you will have direct access to some 2,000 of higher education's leaders and change makers. To receive more information about the National Conference Exhibit Program, or to reserve a booth, call Mary C. Joyce, Marketing Manager, at 202/293-6440 x14 or mjoyce@aahe.org. ■

Other Ways to Get Involved in AAHE and the National Conference

AAHE Caucuses and Action Communities
AAHE members can participate in the work of one or more of AAHE's member networks. For the National Conference, AAHE's caucuses and action communities develop workshops, sessions, and other professional networking opportunities.

AAHE's Caucuses: American Indian/Alaska Native, Asian and Pacific, Black, Hispanic, and Women's. **AAHE's Action Communities:** The Community College Network, The Research Forum, Collaborative Learning, Faculty Governance, and The Ecology Network.

Undergraduate Student Caucus
At the 1996 National Conference, a group met interested in revitalizing the inactive AAHE Undergraduate Student Caucus. Their meeting produced overwhelmingly positive support for the caucus and its revitalization. Under the direction of J. Herman Blake, vice chancellor for undergraduate education at Indiana University Purdue University Indianapolis, plans are under way for events and sessions to be sponsored by the caucus at the 1997 conference.

For more information about joining any of these member networks or about their conference activities, contact Monica Manes, Membership Relations/Conference Coordinator, at 202/293-6440 x18 or mmanes@aahe.org. ■

frustration. What role can/should our colleges and universities play in "humanizing" the new technologies?

►How has the new Telecommunications Act changed the rules of the game? What national policy choices in the next few years should be on higher education's agenda?

►How can the self-study and accrediting processes yield a deeper understanding of, and improve the quality of, distance-learning programs?

►How do we use technology to build academic community and responsibility?

►What are the lessons from states that have led the way in statewide work with technology? What approaches and principles have guided them? What investments have had the highest payoffs?

►In what ways are discussions and decisions about technology being explicitly connected to other education issues such as equity, assessment, K-12 reform, etc.?

Track IV. "Teaching, Learning, and Technology Tutorials"

►How are multimedia technologies, with their capabilities for time compression and simulation, overcoming the traditional time and place limitations of laboratory science experiments?

►Multimedia technologies enable simultaneous access to the sights, sounds, and texts of a particular time or period. How are they being used to teach history, art, philosophy, literature?

►Email can prompt interactions among students that don't occur in a traditional classroom setting. Which faculty not only have used email as a teaching enhancement but have collected persuasive evidence of its value to student learning?

►Technology can enable faculty and courses in specialized fields — such as Japanese language — to be shared among institutions willing to work out agreements for distance learning. What are the best examples of such arrangements?

►What are the best examples of using multimedia PC hardware and software and the Internet to develop new modes of interactive distance learning?

►What are the richest examples of faculty in writing centers and in writing-intensive courses successfully using collaborative writing software. What are the obstacles to implementation?

►Many faculty begin using technology by having their students develop a course-related Web site. Are there examples where, having done so, faculty have carefully documented the effects — such as the way the course itself is then conducted?

►Many campuses are offering incentive grants to prompt faculty interest in developing creative applications of technology in instruction. Are there guidelines and approaches that have proven particularly effective?

PREPARING A PROPOSAL

AAHE welcomes your proposal(s) for organizing or presenting a **General Session** on this year's theme or on other topics and issues important to higher education, and/or a proposal for a **Teaching, Learning, and Technology Tutorial**.

Also encouraged are letters about the kinds of sessions you, as a potential attendee, would like to see on the program.

* * *

Session Format

➤**A General Session** typically consists of one to three presenters addressing a topic through a combination of lecture and discussion lasting from 50 to 75 minutes.

➤**A Teaching, Learning, and Technology Tutorial** demonstrates effective practice in the educational use of information technology. Typically small (15 attendees), lasting 15-20 minutes, and repeated three times during a 75-minute time band.

Proposal Letter

To have your proposal considered, you must submit both a proposal letter *and* a completed Proposal Submission Form.

Your **General Session** proposal letter (3 pages, max.) MUST include the following:

1. The title of your session (from the Submission Form).
2. A description of the problem or issue you will address.
3. The audience you intend to reach, and the significance of your topic for that audience.
4. Whether you intend to use information technologies or resources (if appropriate) to enhance your communication with the audience — both at the conference itself and/or beyond it.
5. The qualifications of *all* presenters; the role they will play in the session (moderator, presenter, discussant, etc.); and how they might contribute to the diversity of any panel (in gender, culture, race, student involvement, institutional type/sector, etc.).
6. The format of your session (panel discussion, small group work, lecture, etc.), including your plans (if any) to involve the audience in active learning.
7. A 75-word (max.) narrative abstract of your session (subject to editing by AAHE), to be printed in the final conference program book if your proposal is accepted.

Your proposal letter for a **Teaching, Learning, and Technology Tutorial** (3 pages, max.) MUST include items 1-7 above. Plus, it must —

1. Explicitly address whether your proposed tutorial can fit within the allotted 10'x10' physical space and standard time of 15-20 minutes; and if not, what format you require and why.
2. Describe what *evidence* you have, if any, that the particular educational practice to be depicted in your tutorial is significant. You might not always be able to provide evidence, but answer as best you can why AAHE should showcase your tutorial as a promising route to the key objectives of expanded access, improved quality of learning, and/or reduced costs.

Proposal Submission Form

To have your proposal considered, you MUST submit both a proposal letter *and* a completed Proposal Submission Form. This issue of the *Bulletin* contains the form. (Photocopies of the Submission Form are acceptable.)

You may submit your proposal letter via email, but you still must fax/mail a completed Proposal Submission Form. (Proposals will not be considered until *both* are received.)

Send your proposal letter (3 pages max.) and completed Proposal Submission Form, to:

NCHE Conference Proposals
c/o Louis S. Albert, Vice President
AAHE
One Dupont Circle, Suite 360
Washington, DC 20036-1110
fax: 202/293-0073
email: mmanes@aahe.org

Deadline

All proposals (letter and Submission Form) must be received by AAHE on or before *October 16, 1996*. All proposals will be acknowledged via U.S. mail by November 15, 1996. You will be notified in December 1996 about the status of your proposal.

Fees

If your proposal is accepted, you should plan to attend the conference as a *paying registrant*. If you invite others to participate in your presentation (as moderator, panelists, presenters, respondents, etc.), please notify them of the registration requirements and fees. Registration forms will be mailed to all presenters of record in January 1997.

1997 National Conference Fees

	AAHE Members:	Nonmembers:
Regular	$265	$365
F/T Faculty	$215	$315
Retired	$145	$205
Student	$145	$175

Special discounted rates will be available to attendees who register in teams; registrants who join AAHE on the registration form may pay the lower member rate. Details will be provided on the registration forms sent in January 1997. ■

AAHE Bulletin

October 1996 Volume 49 Number 2

Technology & the Seven Principles

BY ARTHUR CHICKERING AND STEPHEN EHRMANN

Architectural Illiteracy?

Lee Mitgang on the Carnegie Report

AAHE President Accepts Pew Post

Russ Edgerton's Letter to Members

■ MICROSOFT PARTNERSHIP

■ AAHE NEWS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **Implementing the Seven Principles: Technology as Lever**
To fully realize its power to improve learning, technology should follow the Seven Principles for Good Practice in Undergraduate Education
by Arthur W. Chickering and Stephen C. Ehrmann

7 **A Nation of Architectural Illiterates?**
Few Americans (or architects) realize the potential of architecture to address society's urgent problems, says a new Carnegie report
by Lee D. Mitgang

10 **"Dear AAHE Colleagues"**
AAHE's president announces his departure
A letter to members from Russ Edgerton

Departments

13 **AAHE News** . . . Microsoft partnership . . . two upcoming conferences . . . Hutchings update . . . TLTR workshops . . . and more!

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
October 1996/Volume 49/Number 2

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Russell Edgerton. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Cover art courtesy of Texas A&M University, CRS Center (http://archone.tamu.edu/~crscenter)
Cover by CLN Associates. Printing by HBP, Inc.
Cover concept by Dever Designs, Inc.

BEST COPY AVAILABLE

IMPLEMENTING THE SEVEN PRINCIPLES

Technology as Lever

by

Arthur W. Chickering and

Stephen C. Ehrmann

Since the Seven Principles of Good Practice were created in 1987, new communication and information technologies have become major resources for teaching and learning in higher education. If the power of the new technologies is to be fully realized, they should be employed in ways consistent with the Seven Principles. Such technologies are *tools* with multiple capabilities; it is misleading to make assertions like "Microcomputers will empower students" because that is only one way in which computers might be used.

Any given instructional strategy can be supported by a number of contrasting technologies (old and new), just as any given technology might support different instructional strategies. But for any given instructional strategy, some technologies are better than others: Better to turn a screw with a screwdriver than a hammer — a dime may also do the trick, but a screwdriver is usually better.

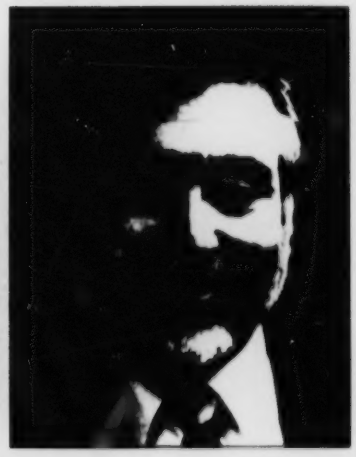
This essay, then, describes some of the most cost-effective and appropriate ways to use computers, video, and telecommunications technologies to advance the Seven Principles.

1. Good Practice Encourages Contacts Between Students and Faculty

Frequent student-faculty contact in and out of class is a most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on

In March 1987, the *AAHE Bulletin* first published "Seven Principles for Good Practice in Undergraduate Education." With support from Lilly Endowment, that document was followed by a Seven Principles Faculty Inventory and an Institutional Inventory (Johnson Foundation, 1989) and by a Student Inventory (1990). The Principles, created by Art Chickering and Zelda Gamson with help from higher education colleagues, AAHE, and the Education Commission of the States, with support from the Johnson Foundation, distilled findings from decades of research on the undergraduate experience.

Several hundred thousand copies of the Principles and Inventories have been distributed on two- and four-year campuses in the United States and Canada. (Copies are available at cost from the Seven Principles Resource Center, Winona State University, PO Box 5838, Winona, MN 55987-5838; ph 507/457-5020.) — *Eds.*



Arthur C. Chickering (left) *is visiting distinguished professor at Vermont College, Norwich University, and university professor at George Mason University; contact him c/o Vice President, Vermont College, Montpelier, VT 05602, ACHICKER@NORWICH.EDU. Stephen C. Ehrmann is manager of the Educational Strategies Program at the Annenberg/CPB Project, 901 E Street NW, Washington, DC 20004-2036; EHRMANN@CPB.ORG.*

BEST COPY AVAILABLE

working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and plans.

Communication technologies that increase access to faculty members, help them share useful resources, and provide for joint problem solving and shared learning can usefully augment face-to-face contact in and outside of class meetings. By putting in place a more "distant" source of information and guidance for students, such technologies can strengthen faculty interactions with all students, but especially with shy students who are reluctant to ask questions or challenge the teacher directly. It is often easier to discuss values and personal concerns in writing than orally, since inadvertent or ambiguous nonverbal signals are not so dominant. As the number of commuting part-time students and adult learners increases, technologies provide opportunities for interaction not possible when students come to class and leave soon afterward to meet work or family responsibilities.

The biggest success story in this realm has been that of time-delayed (asynchronous) communication. Traditionally, time-delayed communication took place in education through the exchange of homework, either in class or by mail (for more distant learners). Such time-delayed exchange was often a rather impoverished form of conversation, typically limited to three conversational turns:

1. The instructor poses a question (a task).
2. The student responds (with homework).
3. The instructor responds some time later with comments and a grade.

The conversation often ends there; by the time the grade or comment is received, the course and student are off on new topics.

Now, however, electronic mail, computer conferencing, and the World Wide Web increase opportunities for students and faculty to converse and exchange work much more speedily than before, and more thoughtfully and "safely" than when confronting each other in a classroom or faculty office. Total communication increases and, for many students, the result seems more intimate, protected, and convenient than the more intimidating demands of face-to-face communication with faculty.

Professor Norman Coombs reports that, after twelve years of teaching black history at the Rochester Institute of Technology, the first time he used email was the first time a student asked what he, a white man, was doing teaching black history. The literature is full of stories of students from different cultures opening up in and out of class when email became available. Communication also is eased when student or instructor (or both) is not a native speaker of English; each party can take a bit more time to interpret what has been said and compose a response. With the new media, participation and contribution from diverse students become more equitable and widespread.

The extent to which computer-based tools encourage spontaneous student collaboration was one of the earliest surprises about computers.

2. Good Practice Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others' improves thinking and deepens understanding.

The increased opportunities for interaction with faculty noted above apply equally to communication with fellow students. Study groups, collaborative learning, group problem solving, and discussion of assignments can all be dramatically strengthened through communication tools that facilitate such activity.

The extent to which computer-based tools encourage spontaneous student collaboration was one of the earliest surprises about computers. A clear advantage of email for today's busy commuting students is that it opens up communication among classmates even when they are not physically together.

For example: One of us, attempting to learn to navigate the Web, took a course taught entirely by a combination of televised class sessions (seen live or taped) and by work on a course Web page. The hundred students in the course included persons in Germany and the Washington, DC, area.

Learning teams helped themselves "learn the plumbing" and solve problems. These team members never met face-to-face. But they completed and exchanged Myers-Briggs Type Inventories, surveys of their prior experience and level of computer expertise, and brief personal introductions. This material helped teammates size one another up initially; team interactions then built working relationships and encouraged acquaintanceship. This kind of "collaborative learning" would be all but impossible without the presence of the media we were learning about and with.

3. Good Practice Uses Active Learning Techniques

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

The range of technologies that encourage active learning is staggering. Many fall into one of three categories: tools and resources for learning by doing, time-delayed exchange, and real-time conversation. Today, all three usually can be supported with "worldware," i.e., software (such as word processors) originally developed for other purposes but now used for instruction, too.

We've already discussed communication tools, so here we will focus on learning by doing. Apprentice-like learning has been supported by many traditional technologies: research libraries, laboratories, art and architectural studios, athletic fields. Newer technologies now can enrich and expand these opportunities. For example:

- Supporting apprentice-like activities in fields that themselves require the use of technology as a tool, such as statistical research and computer-based music, or use of the Internet to gather information not available in the local library.
- Simulating techniques that do not themselves require computers, such as helping chemistry students develop and practice research skills in "dry" simulated laboratories before they use the riskier, more expensive real equipment.
- Helping students develop insight. For example, students can be asked to design a radio antenna. Simulation software displays not only their design but the ordinarily invisible electromagnetic waves the antenna would emit. Students change their designs and instantly see resulting changes in the waves. The aim of this exercise is not to design antennae but to build deeper understanding of electromagnetism.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

The ways in which new technologies can provide feedback are many — sometimes obvious, sometimes more subtle. We already have talked about the use of email for supporting person-to-person feedback, for example, and the feedback inherent in simulations. Computers also have a growing role in recording and analyzing personal and professional performances. Teachers can use technology to provide critical observations for an apprentice; for example, video to help a novice teacher, actor, or athlete critique his or her own performance. Faculty (or other students) can react to a writer's draft using the "hidden text" option available in word processors: Turned on, the "hidden" comments spring up; turned off, the comments recede and the writer's prized work is again free of "red ink."

The range of technologies that encourage active learning is staggering. Many fall into one of three categories: tools and resources for learning by doing, time-delayed exchange, and real-time conversation.

As we move toward portfolio evaluation strategies, computers can provide rich storage and easy access to student products and performances. Computers can keep track of early efforts, so instructors and students can see the extent to which later efforts demonstrate gains in knowledge, competence, or other valued outcomes. Performances that are time-consuming and expensive to record and evaluate — such as leadership skills, group process management, or multicultural interactions — can be elicited and stored, not only for ongoing critique but also as a record of growing capacity.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

New technologies can dramatically improve time on task for students and faculty members. Some years ago a faculty member told one of us that he used technology to "steal students' beer time," attracting them to work on course projects instead of goofing off. Technology also can increase time on task by making studying more efficient. Teaching strategies that help students learn at home or work can save hours otherwise spent commuting to and from campus, finding parking places, and so on. Time efficiency also increases when interactions between teacher and students, and among students, fit busy work and home schedules. And students and faculty alike make better use of time when they can get access to important resources for learning without trudging to the library, flipping through card files, scanning microfilm and microfiche, and scrounging the reference room.

For faculty members interested in classroom research, computers can record student participation and interaction and help document student time on task, especially as related to student performance.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting stu-

dents to perform well becomes a self-fulfilling prophecy.

New technologies can communicate high expectations explicitly and efficiently. Significant real-life problems, conflicting perspectives, or paradoxical data sets can set powerful learning challenges that drive students to not only acquire information but sharpen their cognitive skills of analysis, synthesis, application, and evaluation.

Many faculty report that students feel stimulated by knowing their finished work will be "published" on the World Wide Web.

With technology, criteria for evaluating products and performances can be more clearly articulated by the teacher, or generated collaboratively with students. General criteria can be illustrated with samples of excellent, average, mediocre, and faulty performance. These samples can be shared and modified easily. They provide a basis for peer evaluation, so learning teams can help everyone succeed.

7. Good Practice Respects Diverse Talents and Ways of Learning

Many roads lead to learning. Different students bring different talents and styles to college. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Technological resources can ask for different methods of learning through powerful visuals and well-organized print; through direct, vicarious, and virtual experiences; and through tasks requiring analysis, synthesis, and evaluation, with applications to real-life situations. They can encourage self-reflection and self-evaluation. They can drive collaboration and group problem solving. Technologies can help students learn in ways they find most effective and broaden their repertoires for learning. They can supply structure for students who need it and leave assignments more open-ended for students who don't. Fast, bright students can move quickly through materials they master easily and go on to more difficult tasks; slower students can take more time and get more feedback and direct help from teachers and fellow students. Aided by technologies, students with similar motives and talents can work in cohort study groups without constraints of time and place.

Evaluation and the Seven Principles

How are we to know whether given technologies are as useful in promoting the Seven Principles and learning as this article claims? One approach is to look and see, which is the aim of the "Flashlight Project," a three-year effort of the Annenberg/CPB Project to develop and share evaluation procedures. The Flashlight Project is developing a suite of evaluation tools that any campus can use to monitor the usefulness of technology in implementing the Seven Principles and the impacts of such changes on learning outcomes (e.g., the student's ability to apply what was learned in the academic program) and on access (e.g., whether hoped-for gains in time on task and retention are saving money for the institution and its funders).

[For more about the Flashlight Project, see Stephen Ehrmann's "Asking the Right Questions: What Does Research Tell Us About Technology and Higher Learning?" in the March/April 1995 *Change*. Or, check out the Flashlight Project's website at http://www.learner.org/content/ed/strat/eval.html.]

Technology Is Not Enough

The Seven Principles cannot be implemented by technophiles alone, or even by faculty alone. *Students* need to become familiar with the Principles and be more assertive with respect to their own learning. When confronted with teaching strategies and course requirements that use technologies in ways contrary to the Principles, students should, if possible, move to alternatives that serve them better. If teaching focuses simply on memorizing and regurgitating prepackaged information, whether delivered by a faculty lecture or computer, students should reach for a different course, search out additional resources or complementary experiences, establish their own study groups, or go to the professor for more substantial activities and feedback.

Faculty members who already work with students in ways consistent with the Principles need to be tough-minded about the software- and technology-assisted interactions they create and buy into. They need to eschew materials that are simply didactic, and search instead for those that are interactive, problem oriented, relevant to real-world issues, and that evoke student motivation.

Institutional policies concerning learning resources and technology support need to give high priority to user-friendly hardware, software, and communication vehicles that help faculty and students use technologies efficiently and effectively. Investments in professional development for faculty members, plus training and computer lab assistance for students, will be necessary if learning potentials are to be realized.

Finally, it is appropriate for legislators and other benefactors to ask whether institutions are striving to improve educational practice consistent with the Seven Principles. Much depends on the answer. ■

Note

This article draws on Arthur Chickering's participation in "The Future of Face-to-Face and Distance Learning in Post-Secondary Education," a workgroup chaired by W.L. Renwick as part of a larger effort examining *The Future of Post-Secondary Education and the Role of Information and Communication Technology: A Clarifying Report*, carried out by the Center for Educational Research and Innovation, Organization for Economic Cooperation and Development. Paris: 1993, 1994.

A NATION OF ARCHITECTURAL ILLITERATES?

Architecture has the potential to help address the nation's most urgent economic, social, and environmental concerns ... but how many Americans (or architects) realize it?

by Lee D. Mitgang

Lee D. Mitgang is senior fellow of the Carnegie Foundation for the Advancement of Teaching, 5 Ivy Lane, Princeton, NJ 07450; LIONWAIT@aol.com.

The government says it would take $112 billion to bring the nation's deteriorating school buildings up to par. . . . An aging population requires new kinds of homes and health care facilities. . . . Homelessness continues unabated. Name a significant environmental, social, political, or economic challenge facing the nation and the world and, lurking in the background, hardly noticed and rarely discussed, is likely the matter of architecture.

Given its importance and its omnipresence, the quality of the "built environment" gets amazingly little sustained thought in the media, in public policy arenas, or, for that matter, at most schools and colleges. The power of architecture to promote human discourse or discord, to create beauty or inflict damage on our collective habitat, has a sweep and durability that few professions can match. Throughout history, what gets built (or not) offers indelible testimony to the values possessed by every age and culture — whether or not we prize beauty, or a wholesome environment for the next generation, or quality spaces for the young, old, and disenfranchised.

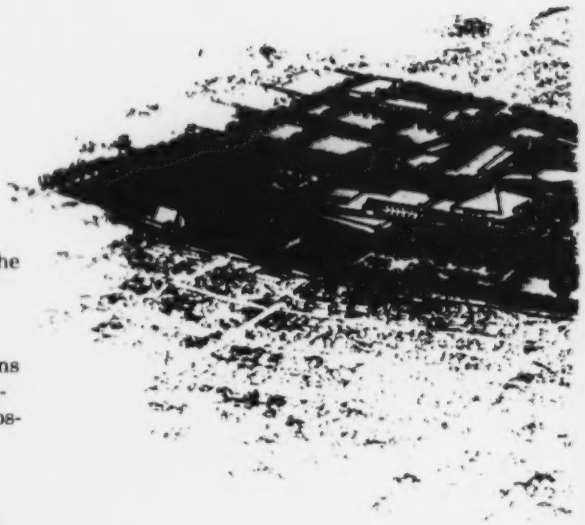
Yet few colleges or universities seem to consider architectural knowledge an essential part of the liberal education of *all* students. Indeed, at many research-driven university campuses, schools of architecture struggle for recognition. Generally small, expensive in terms of per-pupil staffing and physical space, and producing little in the way of funded research, architecture is seen as one of "the soft, fuzzy, and undervalued disciplines in the comprehensive university," notes W. Cecil Steward, dean of the University of Nebraska-Lincoln's College of Architecture and a past president of the American Institute of Architects.

The truth is that most Americans spend their lives as architectural illiterates. This is, to be sure, a collective failing. But architects, and architecture educators, have to take their share of responsibility.

A Search for Good Practice

For nearly three years, from 1993 through 1995, the late Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, and I conducted a study of current conditions and future possibilities for architecture education and practice. We did so at the request of the five leading national organizations representing architecture practitioners, educators, students, accreditation bodies, and regulatory agencies.

Our report, *Building Community: A New Future for Architecture Education and Practice*, published last spring, found much to celebrate. We found student morale generally high. The majority of architecture students are optimistic about their prospects; more than eight out of ten told us that they'd attend their school again, if they had it to do over. We were especially impressed by the quality of teaching and learning going on in architectural design studios at many of the nation's 103 campus-based professional architecture degree programs. In fact, the studio method is a model of problem solving and integrative and applied scholarship that other programs on campus might well benefit from.



At the same time, we were troubled by the distance between the discipline of architecture and the rest of the campus, and by its distance from the public. The knowledge and talents of architects could contribute vitally to rebuilding Americans' sense of community. Working with other professions and disciplines, architects could create new knowledge that would help provide a more healing atmosphere in hospitals, erect schools that are child-friendly and advance reform goals, provide prototypes for affordable housing, and foster work climates that contribute measurably to productivity and profit.

Yet, the voices of architects are not heard often enough, either in public policy circles or on college campuses. The result is that the public's perception of the profession rests largely on misconceptions and caricatures. Fairly or not, many see architecture as a profession off on its own trip, remote from the most consequential issues of communities and scholarship, speaking a language understood only by fellow architects.

"In three years," the department head of a Midwestern school of architecture told me recently, "Habitat for Humanity is going to be the largest builder of affordable housing, while architects sit around debating the merits of deconstructivism. What's wrong with this picture?"

That's not to suggest, of course, that all or even most architecture programs or practitioners are totally disengaged from public purpose. Still, we concluded there is considerable room for more scholarly interaction between schools of architecture and other disciplines on campus. Shouldn't architecture programs be working routinely with business faculty to devise more productive workplaces? Wouldn't it be useful for architects to collaborate with schools of education to mesh school design and reform goals? Or with schools of medicine and public health to design facilities that meet the changing health needs of society? And wouldn't it be nice if universities supported and rewarded such scholarly interaction?

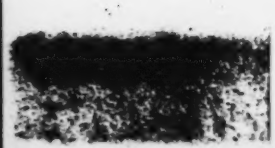
The essential point is that *all* professions, including architecture, have at their core a public trust. Any profession that drifts too far in its daily routines from that trust risks public contempt, or the even worse fate of irrelevance. Similarly, if professional education has any larger meaning, its methods and its contents should include but also transcend the credentialing of students and reward of faculty. There is, in other words, a *civic dimension* to the professional education of architects that educators must not neglect. It is not enough, for example, to leave school able to create beautiful buildings. Architects must also learn to be effective public advocates for beauty, at a time when its value in the built environment has been diminished and even disparaged.

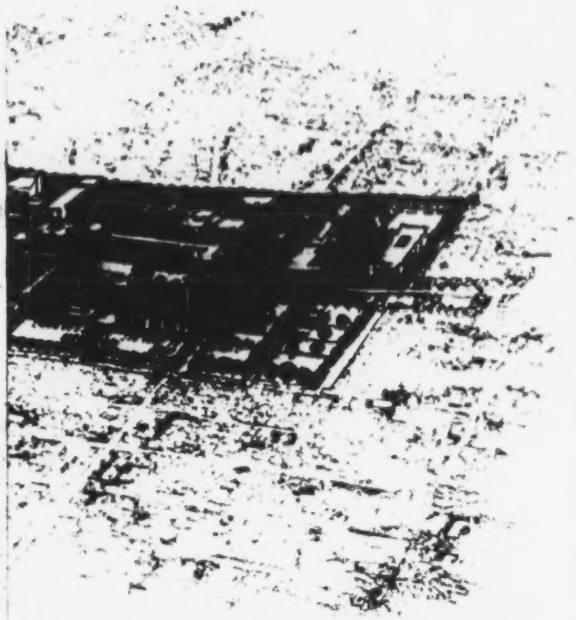
Seven Strategies for Change

In our report, we propose a new framework for renewal based on preparing future practitioners to build not only with competence but *for communities*. We envision a more integrative, liberal, and flexible approach that applies, we believe, not only to architecture education but to other kinds of professional education, as well.

To realize those goals, we propose seven steps for improving architecture education, in partnership with the profession:

- First, we call for **"an enriched mission"** for all schools of architecture — Preparing architecture graduates not only for competent, profitable practice but also for promoting the value of beauty in society, for connecting buildings to human needs and happiness, and for creating a healthier, more environmentally sustainable architecture that respects precious resources.
- Our second goal is **"diversity with dignity"** — Creating a scholarly climate that sustains the multiple missions of the nation's 103 accredited architecture programs, while rewarding the varied talents and strengths to be found among their faculties.
- Third, we call for **"standards without standardization"** — Establishing a more coherent, more widely known set of learning goals for all students and programs to live up to, within a context of diverse missions.
- Fourth, we urge all architecture schools to establish **"a connected curriculum"** — Providing more liberal, flexible, and integrated programs of study that balance the goal of professional competence while allowing students more freedom to pursue their own learning objectives.
- Fifth, we challenge architecture schools to es-





—Texas A&M CRS Center (http://urbannet.tamu.edu/~crscenter)

tablish a healthier **"climate for learning"** — An environment that is at all times inclusive, just, communicative, celebrative, and caring.

- Sixth, we propose **"a more unified profession"** — A context for better relations between educators and practitioners based on a sense of shared purpose and greater mutual respect. Specifically, we suggest that the academy and the profession would each benefit by working together to improve the education of students while in school, by providing more satisfying internships during and after graduation, and by promoting lifelong learning for all architects.
- Finally, we ask schools to place themselves more firmly **"in service to the nation"** — We encourage architecture educators to increase the storehouse of architectural knowledge to enrich communities, make the value of architecture far better known both on and off campus, and prepare all architects for lives of civic engagement and ethical practice.

In proposing these seven goals, we recognize that schools of architecture can't succeed alone. None of this is likely in a campus climate that promotes intellectual fragmentation, or that rewards only one form of scholarship while disparaging others. For architecture education to live up to its potential in service to the profession and the nation, the culture of the campus must also change to permit the full range of scholarship — the discovery, integration, application, and teaching of knowledge — to thrive.

Promise and Potential

The good news is that we discovered in our travels a growing idealism and broad receptivity to new approaches. Collectively, schools of architecture are doing millions of dollars of pro bono community work each year, and a growing number are taking seriously the mission of creating new knowledge that connects to society's fundamental concerns. Architecture programs at Ball State University and the University of Virginia are leading the profession into greater awareness of environmentally sustainable design. Yale University's Center for Urban Design Research and Pratt Institute's Center for Community and Environmental Development are leaders in applying architectural knowledge to improving city neighborhoods. Mississippi State and Auburn Universities are among the schools doing similar work in service to rural communities.

We were especially encouraged to meet so many architects, and students, eager for a greater voice in the political and economic decisions shaping the physical environment. The American Architectural Foundation, in Washington, DC, has produced and distributed elementary and secondary school curricula that are helping promote an appreciation of architecture at an early age. Practicing architects and educators are working with public school teachers, students, and parents to design tomorrow's schoolhouses. And in our survey of students, four out of ten said that their main reason for entering the profession was not money or prestige but a desire to improve communities and the environment.

If the architecture world succeeds in all of this, the nation, the world, university campuses, and the profession itself will be far richer for it. ■

New Carnegie Report

Building Community

Lee Mitgang is coauthor, with the late Ernest Boyer, of *Building Community: A New Future for Architecture Education and Practice* (Carnegie Foundation, 1996), which challenges present and future architects to assume a significantly larger role in civic and campus life.

Building Community is the product of a thirty-month independent study that included site visits to fifteen campuses and two dozen architectural firms, as well as surveys of more than 500 students, faculty, architectural school administrators, and practicing architects.

Copies of the report are available for $15 plus shipping from California Princeton Fulfillment Services, 1445 Lower Ferry Road, Ewing, NJ 08618; 800/777-4726 (toll free) or 609/883-1759 (in NJ). Bulk pricing is available.

BEST COPY AVAILABLE

"DEAR AAHE COLLEAGUES"

AAHE's president brings his twenty-year tenure to an end.

by Russell Edgerton

On January 21, 1997, just after our next Conference on Faculty Roles & Rewards, I will be leaving AAHE to become director of the Education program at the Pew Charitable Trusts. I will return for a farewell at AAHE's 1997 National Conference on Higher Education, March 15-19 in Washington, DC.

Serving as your president has been, well, my own version of Camelot. I've enjoyed lots of discretion and opportunity for initiative, a dream team of talented colleagues, and a wonderful and supportive board of directors. As AAHE's president, I spend a good deal of time thinking about what issues we should address through our National Conference, publications, and special programs. Since the issues keep changing, the work stays fresh and challenging and I'm always learning something new. And I get paid to do this!

Accordingly, I wasn't looking for a change. But the position at Pew is an extraordinary opportunity. In the last ten years under the leadership of president Rebecca Rimel, the Philadelphia-based Pew Charitable Trusts have become a major and thoroughly professional foundation, with carefully conceived grant-making programs in the areas of Culture, Education, Environment, Health and Human Services, Public Policy, Religion, and Interdisciplinary activities.

My predecessor as director of the Education program, Robert Schwartz, has already shaped an ambitious agenda of grant making for the K-12 sector, organized largely around standards-based strategies of school reform. In replacing Bob, Pew looked for someone who would appreciate and continue his school agenda, and give new attention to an agenda for higher education. It was an offer I just couldn't refuse.

Aside from the opportunity to make a difference with the kind of resources Pew commands, my new assignment will draw together several pieces of my professional life.

Once upon a time, I was an honest-to-goodness faculty member, an assistant professor at the University of Wisconsin-Madison, and I still see the higher education world through faculty eyes. But then in 1969, I came to Washington, DC, to work for Secretaries Robert Finch and then Elliot Richardson in the U.S. Department of Health, Education, and Welfare.

While working on the reauthorization of higher education legislation and simultaneously serving on a task force chaired by Frank Newman (then an administrator at Stanford, now president of the Education Commission of the States), I had a hand in the creation of the Fund for the Improvement of Postsecondary Education, better known as FIPSE — the federal foundation, now located in the U.S. Department of Education, that still shines as a model of effective government and a beacon of hope for academic reformers. From 1972 to 1977, I was deputy director of FIPSE.

At Pew, I'll be able to draw on all this history — my faculty roots, stint at federal policy making, experience at FIPSE, and, of course, my many years at AAHE. When I've tried to make sense of my professional career, the metaphor of a ladder has never worked. Instead, it's felt more like a monkey swinging through the jungle from vine to vine, hoping that when each swing is over, the next vine is within reach. I've been very blessed that a next vine has always been there, and I'm excited to be off for what will presumably be my last major swing.

AAHE Milestones

AAHE's National Conference next March will be (I can hardly

believe it) the *twentieth* I have been responsible for planning in your behalf. Looking back on those twenty years, I think of a number of milestones that we've passed.

I came to AAHE in 1977, just eight years after its founding as an independent organization. AAHE was essentially a small office that put on a big and wonderful annual national conference. We also published a four-page newsletter, called the *College and University Bulletin*, and we had one program, an information clearinghouse called NEXUS, which we soon closed for lack of funding. Even with NEXUS gone, member dues and conference fees still couldn't support our remaining staff of eight people. I remember sobering conversations with the AAHE Board's executive committee — Barbara Uehling, Bill McKeachie, and Joel Read — about whether we could make it.

We appealed to Alden Dunham, at the Carnegie Corporation, for a transition grant. I had concluded that if the head of AAHE's national office were to remain the person primarily responsible for (and consumed by) the task of planning AAHE's annual meeting, the Association would forever stay a small office that put on a big conference. So we asked Alden for help in underwriting a new position for a colleague who would help me shape the National Conference program.

Alden's $100,000 grant may well have saved AAHE; it certainly gave me a new lease on my work life. NEXUS director Jane Lichtman shifted into the new role, and then left AAHE to fulfill her dream of running a summer camp. As her last assignment, she led me to Lou Albert — who had left an academic dean's post at Essex Community College (MD) to do graduate work at the University of Maryland. I told Lou that I had funds in hand for a three-month position; beyond that, the future was cloudy.

Lou arrived in 1982, and quickly became not only the captain of our National Conference program but AAHE's own Norman Schwarzkopf. Whatever schemes we dreamed up, Lou could make happen with lightning speed. With Alden's grant, Jane's work during a difficult transition, and Lou's timely arrival, AAHE passed a first milestone.

A second task was to build a publications program. At FIPSE, I'd come to know Ted Marchese, then vice president at Barat College. Ted is a walking encyclopedia, with a gift for language and a Steven Spielberg-like talent for taking an idea and turning it into a stunning production. I cobbled together three unrelated small grants and persuaded Ted — this time with a promise of *nine* months of funding — to come to AAHE and turn his mind to our publications.

Ted also arrived in 1982, relaunching the *AAHE Bulletin* as a sixteen-page magazine. Then in 1984, thanks to the midwifery services of David Breneman, we concluded an arrangement with Heldref Publications (owner and publisher of a struggling bimonthly called *Change)* to give editorial leadership for the magazine — with Ted in charge. With an expanded *Bulletin* and a new member benefit in *Change*, we reached a second milestone.

Ted also led us to milestone number three. The mid-1980s was the era of higher education "reform reports," the best of which was authored by a National Institute of Education (NIE) study group and titled *Involvement in Learning* (1984). Powerful student learning, in the eyes of the authors, depended on "high expectations," "involvement," and "assessment." A later report, from the National Governors' Association, *Time for Results* (1986), contained the blunt message that governors were tired of hearing about how many Ph.D.'s were on the faculty and how many books were in the library. Governors wanted to know what evidence we had that our students were really learning.

Ted got to talking with Clifford Adelman (then at NIE and instigator of the study group, and still one of the great bureaucratic entrepreneurs left in the federal government) about how little was known about the "assessment" part of the formula. One thing led to another and with a contract from NIE, Ted put together a conference in October 1985 in South Carolina devoted to assessment. When 750 attendees showed up, we knew we were onto something. The following year, with a three-year grant from FIPSE, we created the AAHE Assessment Forum.

The South Carolina conference was not only a milestone in assessment; it was a milestone in modeling how AAHE might approach issues. We learned that if we could raise start-up support from a foundation, we could grab hold of an issue and stick with it over time. This enabled us to uncover talent, marshal ideas about wise policy and practice, and sponsor gatherings where participants could work through issues and learn from one another. If an annual gathering around the issue drew a sizeable crowd, the revenues from registration fees could provide one important leg of support for a program staff consisting of a senior director and a project assistant.

In 1977, AAHE was essentially a small office that put on a big and wonderful annual national conference.

And the Assessment Forum model demonstrated one more thing. With such a program in place, we could attract to AAHE talented colleagues who would not necessarily want to stay forever, but who would be willing to consider a two- or three-year assignment in our national office a boon to their careers. In 1987, we enticed Pat Hutchings to leave her role as chair of the English Department at Alverno College and become the first director of the AAHE Assessment Forum.

Pat, who later helped launch AAHE's Teaching Initiative, was the first of a long, wonderful line of talented colleagues who have come to work at AAHE on these terms.

Other milestones were to follow . . . school/college partnerships, the Forum on Faculty Roles & Rewards, continuous quality improvement, projects in technology, service-learning.

. . . And Reflections

In retrospect, I realize that, on top of all the normal work, I've been able to focus on one major new issue about every two years. First came the basic organization-building tasks: our National Conference and publications. With these in place, we then were able to mount a succession of serious efforts aimed at a selected set of issues . . . assessment, school/college collaboration, teaching, faculty rewards, and so on.

In serving as your president in this way, I can't say that I was guided by anything so grandiose or dignified as a theory. But a year or so ago, I read a book that put some words around what I instinctively have been doing. The book is *Leadership Without Easy Answers*. The author, Ron Heifetz, is director of the Leadership Education Project at Harvard's Kennedy School of Government. Thanks to then-Board chair Lena Astin, Ron spoke to our 1995 National Conference.

In his book, Ron points out that few of the problems we confront these days, in any arena, lend themselves to fixes by experts or solutions propounded from on high by so-called authorities. Our problems involve conflicts over fundamental — and often conflicting — values. It takes time for people to accept new realities and work through these value conflicts. Leadership, accordingly, is a matter of engaging in what Ron calls "adaptive work."

He underscores his point with several powerful illustrations: A patient with cancer comes to a doctor, assuming the doctor's role is to fix the problem. But sadly, no scientific fix works, and the doctor's role transforms into that of a caring counselor, helping the patient and family to accept the realities of having cancer. . . . The community of Tacoma comes to the EPA for an authoritative answer to a local plant emitting toxic waste. Rather than "decide" the issue, the EPA director turns the problem back to the community, making the agency's resources available to Tacoma to work its own way through to a solution.

This is how I've seen AAHE — as a vehicle for enabling colleagues on campus to engage in the adaptive work of responding to changes in the larger society. Speaking out on issues is important, and I probably should have done more of that. But I've never found it very satisfying to just give a speech or some other kind of glancing blow to a complex issue. Rather, I've taken the longer route of trying to mount some kind of sustaining activity — framing approaches, marshaling intellectual capital and practical tools for change, creating venues for deliberation — that will enable colleagues to work through to their own solutions over time.

The key point here is that AAHE's is emphatically a story about "we," not "me." Far and away my own most important contribution to AAHE has been to entice talented colleagues to our national office . . . and then to serve as backfield coach or simply get out of their way. I leave this wonderful place knowing that those colleagues are here not just carrying on but moving to exciting new stages of work.

AAHE's is emphatically a story about "we," not "me."

I also leave comforted by the knowledge that we are blessed with a wonderful Board of Directors who care deeply about AAHE. As you know from reading last month's *Bulletin*, Barbara Leigh Smith, our Board chair, has been a member of AAHE since she became academic dean at The Evergreen State College in 1978. In my basement hangs an old poster of a grizzled cowboy with the caption, "There's a few things they didn't tell me when I signed on with this outfit." I'm sure Barbara feels that way right now, that in addition to her usual duties as chair she's unexpectedly in charge of a presidential search and transition. But AAHE could not be more fortunate: We're in thoughtful and caring hands.

See you at the 1997 National Conference! ■

About The Pew Charitable Trusts

The Pew Charitable Trusts support the work of nonprofit organizations in the fields of culture, education, the environment, health and human services, public policy, and religion. Through their grant making, the Trusts seek to "encourage individual development and personal achievement, cross-disciplinary problem solving, and innovative, practical approaches to meeting the changing needs of a global community."

The Trusts consist of seven individual charitable funds established between 1948 and 1979 by two sons and two daughters of Sun Oil Company founder Joseph N. Pew and his wife, Mary Anderson Pew.

Today, with assets of more than $3.8 billion and annual grant making of about $180 million (more than $30 million annually in education alone), the Trusts are one of the nation's largest private philanthropies. Each year, staff review between 5,000 and 6,000 proposals, resulting in approximately 500 grants awarded by the Trusts' board.

– from Pew's 1996 Program Guidelines

AAHE Bulletin

November/1996 Volume 49/Number 3

The Pedagogical Colloquium

Focusing on Teaching in the Hiring Process

BY PAT HUTCHINGS

Adding Teaching to the "Job Talk"

BY RICHARD ROBERTS

Scholars in Search of Publishers

BY ELLEN METTER

When Faculty Try Quality

Lessons Learned About Applying Quality Principles to Teaching and Learning

BY MARILLA SVINICKI AND MICHELLE O'REILLY

■ AAHE NEWS

■ ASSESSMENT & QUALITY CALL FOR PROPOSALS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **The Pedagogical Colloquium: Focusing on Teaching in the Hiring Process**
Adding talk about teaching to the traditional "job talk": why, how, and next work
introduction by Pat Hutchings

A Report From the Stanford History Department
A first-hand account of the pedagogical colloquium this faculty calls an "informal discussion about teaching and curriculum"
by Richard Roberts

7 **Scholars in Search of Publishers**
Two dozen directories to the contacts you need to place a script, poem, or book
by Ellen Metter

10 **When Faculty Try Quality**
Three examples from the "Quality Teaching Project" at the University of Texas, plus lessons the participants learned about applying quality principles to teaching and learning
by Marilla Svinicki and Michelle O'Reilly

Departments

14 **AAHE News** . . . search update . . . the Education Trust departs . . . assessment & quality call for proposals (insert) . . . roles/rewards preview . . . and more!

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
November 1996/Volume 49/Number 3

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Russell Edgerton. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

29

Cover by CLN Associates. Printing by HBP, Inc.
Cover concept by Dever Designs, Inc.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

THE PEDAGOGICAL COLLOQUIUM

Focusing on Teaching in the Hiring Process

Introduction by Pat Hutchings

For almost three years now, AAHE has been coordinating work by a group of campuses seeking to develop new roles for faculty in ensuring and improving the quality of teaching. Participants in the project — entitled "From Idea to Prototype: The Peer Review of Teaching" — have invented, adapted, and explored a broad menu of strategies for accomplishing this end, including teaching circles, course portfolios, departmental teaching libraries, and external peer review of teaching. (These strategies, plus others, are described — accompanied by first-person faculty accounts, including one by Richard Roberts excerpted for this *Bulletin* — in the 1996 AAHE publication *Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review.*)

The "Pedagogical Colloquium" Story

One strategy that many faculty have been excited about is the pedagogical colloquium — an occasion aimed at getting better evidence about teaching effectiveness into the faculty hiring process.

The usefulness of the pedagogical colloquium was first proposed several years ago by Lee Shulman, the Charles E. Ducommun Professor of Education at Stanford University and AAHE's partner in the peer review project. Speaking to a plenary session of AAHE's 1993 Conference on Faculty Roles & Rewards, Lee argued that if we want to see teaching taken more seriously — if we want teaching to be *community property* — institutions need to "change their advertising" — letting it be known that candidates for faculty positions will be required to address the pedagogy of their discipline in a public occasion parallel in significance and import to the traditional research colloquium (what one participant in the peer review project calls "the missing half of the job search").

continued on page 4

Pat Hutchings is director of the AAHE Teaching Initiative. For academic year 1996-97, contact her at the Center for Teaching Excellence, PO Box 3334, University of Wyoming, Laramie, WY 82071; ph 307/766-4825; fax 307/766-4822; path@uwyo.edu.

A Report From the Stanford History Department

by Richard Roberts

One of the results of participation in AAHE's peer review of teaching project was that I put forward to the history department a set of suggestions for raising the level of attention to teaching. One suggestion focused on the fact that the department was about to embark on three or four searches, and we saw an opportunity to get our candidates to talk about teaching in a way that hadn't been possible in our previous context of the "job talk" as a formal lecture on the candidate's research interest. The research presentation had served us well in giving a sense of the candidate's intellectual reach, but it was not at all clear that it was a sufficient test of the capacity to teach in a variety of settings.

Our Purpose

What we did, then, was to propose that all our candidates engage not only in the traditional job talk but in an "informal discussion about teaching and curriculum" — a phrase we chose because the more formal "pedagogical colloquium" label raised concerns among my colleagues that they themselves did not have a clearly defined theory of teaching or pedagogy, and that there was no way we could ask freshly

continued on page 4

Hutchings . . .

Such a requirement, Lee argued, would eventually begin to shift the emphasis of graduate programs by signalling an insistence on the "demand side" that newly minted PhDs be prepared for their teaching roles as well as for research. And, in the meantime, more immediate benefits would accrue, as faculty in hiring departments, having attended the candidates' pedagogical colloquia, come together to discuss and debate what they have heard, grappling with department expectations for teaching in a way they may not otherwise have occasion to do. In short, the pedagogical colloquium can be a powerful prompt for what the AAHE Teaching Initiative attempts to promote: "a culture of teaching and learning."

Lee's idea caught the interest of lots of folks who heard or later read his address (which was excerpted in the November/December 1993 *Change*). Indeed, the two subsequent Faculty Roles & Rewards conferences, as well as meetings of the peer review project, have included reports from a number of departments that have recently adopted some version of the pedagogical colloquium. One of those reports — from Heidi Byrnes at Georgetown University — along with Lee's own evolving thoughts about the pedagogical colloquium, appeared, readers may recall, in the May 1995 *AAHE Bulletin*.

And here, as you see, we return to the idea once again, with historian Richard Roberts's report on faculty hiring in his department at Stanford University. Richard's report further illustrates the usefulness of the pedagogical colloquium (though this is not the term his department uses) for candidates and the department as well — affecting hiring decisions on the one hand, and creating an occasion for exchange about teaching among current department members (including graduate students) on the other. There's useful detail, too, about how, exactly, the department organized the event, what issues faculty worried about, what strategies were employed, to what effect, and, importantly, what next steps and additional practices might further enact the department's commitment to excellent teaching.

Next Work

Richard's story (like Heidi Byrnes's in the earlier *Bulletin* piece) also underlines the need for multiple models of the pedagogical colloquium, matched to particular occasions and contexts . . . something it would be highly useful to know more about. While it is certainly not the case that the pedagogical colloquium is a panacea, nor that it's the only and best thing to do in the search process, it does seem to be a bright idea for many folks, and one worth "parsing." What's needed are stories, examples, and materials that will fill in the picture of how the pedagogical colloquium has been (or might be) undertaken in different disciplines, different institutional settings, and different *kinds* of searches. This coming February, the AAHE Teaching Initiative will host a small working meeting to explore this terrain; the meeting will, we hope, be grist for a monograph that will be published in fall 1997.

I would, therefore be grateful to hear as soon as possible from readers with any of the following:

- ➤ Stories from departments that have experience with the pedagogical colloquium: what did you do? why? how well did it work? what did you learn?
- ➤ Reports from graduate programs attempting to prepare graduate students for a hiring process that includes the pedagogical colloquium.
- ➤ Resources and materials that those of us exploring this topic should be aware of.
- ➤ Names of persons who might contribute to discussions about the pedagogical colloquium, and who should perhaps be invited to the February meeting mentioned above.

Please be in touch with me directly if you can help with any of the above. ■

Roberts . . .

minted PhDs to lay out their philosophy of teaching in formal, theoretical terms.

Our aim was to assess in our "informal discussion" the degree to which candidates were actively engaged with teaching and how they thought about making available to students the kinds of intellectual interests in the field that they themselves were pursuing as scholars.

How We Ran Our "Informal Discussion"

Candidates were told in advance that this new pedagogical discussion would take place; they were encouraged to prepare for it by putting together syllabi for courses they might teach and to take a look at the curriculum we offer. What we wanted to do was to see how candidates would fit into the teaching enterprise that we already have, and how they would build on and contribute to it.

The discussion lasted an hour and a half. We began by asking about courses the candidate would want to teach, and ranged, from there, to questions about teaching graduates and undergraduates, and about how the courses he or she might propose would fit into the Stanford curriculum.

We were especially interested in the candidate's comments on how he or she would teach a particular book — or sequence of books, or methodological debate — which was *very* revealing.

Impact on the Hiring Process

First, let me say that the candidates themselves — even one who had very little teaching experience — thought the pedagogical discussion was a terrific idea.

My colleagues, too, were largely persuaded. While at the outset they rather grudgingly accepted this addition to the usual job talk, it was clear that the new occasion provided important information that the department considered in making appointments. For instance, there was one candidate

who gave a good — a very good — job talk; the research was really very well honed. But when it came to talking about teaching, it became clear that this candidate had put very little time into thinking about teaching. The search committee took this information into consideration when advancing a finalist to the department.

In another case, the teaching discussion kept a candidate in the running when the job talk was less than stupendous.

Impact on the Culture of the Department

First, the new discussion of teaching and curriculum was an occasion for important conversation among department members — especially as we evaluated candidates — that had not regularly occurred in the past. One of the most important aspects of the experience was the excitement on the part of faculty attending the discussion.

Second, the experience was good for our graduate students, who were encouraged to attend. They saw our candidates as potential teachers whose abilities they could evaluate, and, perhaps more important, they saw that talking about teaching and being thoughtful about it was one of the kinds of things that is likely to be expected of *them* when they go on the job market.

With this in mind, I'm introducing a series of workshops for graduate students to help them prepare for the job market — helping them put together materials about their teaching that will be useful in searches.

Issues to Consider

One issue we were very concerned about was that our "informal discussion" not discriminate against candidates who had — through no fault of their own — little teaching experience. We didn't want to favor only those who had several years of teaching experience and could talk more eloquently about it. This turned out not to be a problem in the case of one candidate who had done almost no teaching but who had prepared wonderfully for the discussion and did a superb job of talking about the kinds of teaching that she would like to do. Nevertheless, this is probably an issue to keep in mind in the future, and to stay vigilant about.

The real question for the future, though, is how sustained the change will be — what linkages the search process will have with the culture of the department.

Next Steps

We have another series of searches coming up, and my expectation is that we will continue to employ the "informal discussion about teaching and curriculum" as part of the search process. It was instituted as a departmental experiment, so we'll revisit the topic, but my sense is that we'll stay with it.

The real question for the future, though, is how sustained the change will be — what linkages the search process will have with the culture of the department. Frankly, I'm doubtful that it will have any sustained impact without systematic follow-through, which means attention to teaching not just at the moment of hire but beyond that, through the ways it is evaluated for instance . . . and that will require stronger signals from upper-level administration. Without such signals, teaching will continue to be seen by many faculty in the department as a private, individual activity, not as a central aspect of the wider university culture.

* * *

Postscript

For this republication of my essay on the "pedagogical colloquium" from *Making Teaching*

A terrific new resource

Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review
by Pat Hutchings

Describes a range of strategies faculty can use to document and "go public" with their teaching — be it for purposes of improvement or evaluation. Each of nine chapters features a different strategy — from the fairly simple, low-risk "teaching circle," to "course portfolios," to more formal departmental occasions such as faculty hiring. In first-person accounts, faculty who have actually tried each strategy (Richard Roberts among them) report on their experiences and the lessons learned. The book also includes guidelines for good practice and annotated lists of resources (books, brochures, listservs, videos, etc.). **Making Teaching Community Property** draws on the work of AAHE's ongoing, 12-campus national project "From Idea to Prototype: The Peer Review of Teaching." *(1996, 128pp.)*

Item #T19601. AAHE members $22, nonmembers $25, plus shipping. Bulk prices available. Order from AAHE Publications by calling 202/293-6440 x11.

BEST COPY AVAILABLE

Community Property, I thought that it would be useful both for the faculty of my department and for the readers of this *Bulletin* to get the perspective of the candidates who experienced the history department's "informal discussion about teaching and curriculum" as part of their job interviews. Over the past two academic years, we have had five searches, several of which are ongoing, and we have appointed three new faculty members. This year, we will have four academic searches, including those that are continuing. Of course, I have chatted only with the successful candidates about their experiences; those who were not offered positions might have held a different view.

Three new faculty members joined our department this academic year. Two were junior and one was a senior appointment. One had virtually no teaching experience; the others had considerable experience as graduate student teaching assistants, lecturers, and regular faculty.

All three expressed enthusiasm for the informal discussion of teaching and curriculum and were pleasantly surprised by the evident concern for teaching at a major research university. The occasion had sent clear signals that teaching was important. All three preferred to label it as "a conversation about teaching." They wanted to underscore that it worked precisely because it was not like an oral exam, in which candidates had to "know the right answer." They liked that it was informal and participatory. The experience provided them with an additional opportunity to promote themselves, but it also was a chance for them to see what the intellectual give-and-take would be like with potential colleagues and the department's graduate students.

One of my new colleagues had eagerly looked forward to the teaching session precisely because she (I am purposely mixing up gender identifiers in this report) felt that her significant teaching experience was her strong suit in the job interview, more so even than her formal "job talk." (By the way, the job talk was excellent.) My other new colleague with little formal teaching experience used the three weeks between our invitation and his on-campus interview to prepare his lecture and to develop two course syllabi, one for undergraduates and one for graduates. He did not see his lack of teaching experience as an impediment in preparation for the teaching colloquium; instead, he used the session as an opportunity to demonstrate what he wanted to accomplish as a teacher.

Our other new colleague understood the discussion about teaching to be an opportunity to demonstrate a knowledge of her field wider than is possible in a formal academic/job lecture. It was refreshing to have a conversation about teaching, she said, but she was equally impressed that senior faculty in the department participated actively in the discussions.

As a regular part of its academic hiring process, Stanford's history department solicits teaching evaluations from candidates and includes these in the appointment papers. The newly instituted informal discussion about teaching and curriculum (or "conversation," as my new colleagues would prefer) provided an excellent opportunity for candidates and host faculty to feel one another out on teaching interests and to assess how well a candidate's research interests might contribute to changes in undergraduate and graduate curriculum, teaching, and mentoring. One of my new colleagues suggested that the department work harder to involve all its graduate students in these sessions — not only because it would widen the dialogue about teaching, but that soon they too would be on the job market engaging in similar kinds of discussions.

With the needs of our graduate students in mind, the history department did introduce a two-session workshop on putting together teaching portfolios for graduate students on the job market. For their portfolios, students write a statement on teaching philosophy and introduce their teaching experience. The portfolios also include sample syllabi and student evaluations. ■

Richard Roberts is professor of history at Stanford University, Building 200, Room 102, Stanford, CA 94305; RRoberts@leland.stanford.edu.

Starting the Pedagogical Colloquium Conversation on Your Campus

Earlier this fall, I had the chance as a visiting professor at the University of Wyoming to attend a fascinating discussion you might want to think about having on your campus, as well.

Intrigued by the idea of the pedagogical colloquium, UW arts and sciences dean Oliver Walter invited fifteen department heads (and me, as observer and resource person) to be part of a conversation about the assessment of teaching in the hiring process. As background, participants read the May 1995 *AAHE Bulletin* piece about the pedagogical colloquium; but, as you might imagine, discussion was wide-ranging, as departments traded stories about the quite different strategies they use to get a look at candidates' teaching skills. It was a useful discussion, in its details, its candor, *and* in the general sense that this was a topic very worth talking about.

By its conclusion, at least some of the folks in the room reported having discovered something they want to try in their department, and the group as a whole agreed to report back to one another after this year's round of searches about what, exactly, they did and how well it worked . . . creating what will almost certainly be a useful set of institutional case studies.

— *Pat Hutchings*

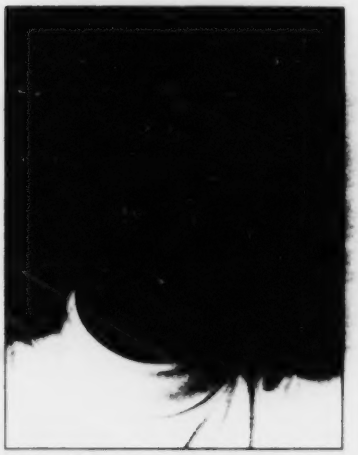
Two dozen places to start looking.

Scholars in Search of Publishers

by Ellen Metter

Does this sound familiar: "I've written something.... It's somewhat out of my field and I'm not sure where to submit it." As a research librarian, I often hear that question with the follow-up: "Can you recommend how I might find an appropriate publisher or publication?" I can.

Whether you write screenplays, poetry, or specialized scholarly missives, there is likely a publisher who is interested in your genre. Special directories exist that list the contacts you need when seeking an academic or popular market for an article, book, story, poem, or script. Some directories are geared directly to prospective writers. Others are aimed at prospective advertisers. Both are useful when shopping for an appropriate outlet for your writing.



Ellen Metter is the professional studies bibliographer at the University of Colorado at Denver, Auraria Library, Lawrence at 11th Street, Denver, CO 80204; emetter@carbon.cudenver.edu. She is the author of The Writer's Ultimate Research Guide *(Writer's Digest Books, 1995).*

Most of the following publisher/publication directories list similar types of information, including phone, fax, address, circulation figures, responsibilities of key staff, description of the publication, type of readership, acceptance rate, and advice to authors concerning how to submit materials. Unique features of each directory are detailed below. ■

The Association of American University Presses Directory. NYC: The Association of American University Presses, Inc. Annual. A guide to the more than 100 U.S., Canadian, and overseas scholarly presses that annually publish nearly 9,000 books and 800 periodicals. The volume opens with a multipage Subject Grid, which helps to quickly pinpoint publishers interested in works in particular topic areas.

Bacon's Newspaper Directory and ***Bacon's Magazine Directory.*** Chicago: Bacon's Information Inc. Annual. *Bacon's Newspaper Directory* is a guide to daily and weekly newspapers, news services, and syndicates. The names of administrators, editors, reporters, and columnists are included. Also from this publisher is *Bacon's Magazine Directory,* which lists nationwide magazines and newsletters.

Benn's Media Directory: United Kingdom. The Guide to United Kingdom Newspapers, Periodicals, Television, Radio, and Other Media. Tonbridge, Kent: Benn Business Information Services. Annual. To find publications and media outlets in the U.K. market, try *Benn's.* There is also an International Edition.

Cabell's Directory of Publishing Opportunities in Accounting, Economics, and Finance. 2 Volumes. 6th Ed. Beaumont, TX: Cabell Publishing Co. Geared to academics, this directory lists hundreds of journals, accompanied by information on acceptance rate, editorial guidelines, the review process, time required for review, and the type of reader each journal attracts. Also produced by Cabell:

Cabell's Directory of Publishing Opportunities in Education.

Cabell's Directory of Publishing Opportunities in Management and Marketing.

Directory of Humor Magazines and Humor Organizations in America (and Canada). Edited by Glenn C. Ellenbogen. NYC: Wry-Bred Press, Inc. Triennial. This guide lists magazines, newsletters, newspapers, and organizations devoted primarily to humor. Are you proficient in humor of a particular style or focusing on a certain topic? Then the Cross Index of Subject Areas will help get you to appropriate periodicals. For example, limericks are accepted by *The Ballast Quarterly Review* and *Pun Intended,* and the *Journal of Nursing Jocularity* specializes in humor featuring physical and mental health professionals. (No, I don't suppose these serials are peer-reviewed.)

More . . .

Directory of Literary Magazines: Complete Information on 500 U.S. and Foreign Magazines That Publish Poetry, Fiction, and Essay. The Council of Literary Magazines and Presses. Mount Kisco, NY: Moyer Bell. Annual. The magazines listed in this directory are the kinds of publications in which writers such as Ezra Pound and Ralph Ellison got their first exposure. Each entry provides a description of the magazine in the editor's own words, lists the types of materials published by the magazine, the number of unsolicited manuscripts received, how many are actually published, and what the writer's payment is. For most of these small magazines, payment is usually in copies.

Directory of Poetry Publishers. Edited by Len Fulton. Paradise, CA: Dustbooks. Annual. More than 2,000 magazine and book publishers interested in acquiring poetry are described. There is usually a quote from the editor, commenting on the type of work he or she wants to see. There is a regional index, listing publishers by state. The subject index is helpful, clustering publishers under such potential poetic topics, for example, as Alaska, erotica, men, surrealism, and Zen. (The challenge would be, perhaps, to write one poem incorporating all those topics.)

Dramatist's Guild Resource Directory. NYC: Dramatists Guild, Inc. Annual. A listing of names and addresses of theatrical agents, attorneys, artists' colonies, Broadway and off-Broadway producers, conferences, festivals, emergency funds, fellowships, grants, membership and service organizations, non-Equity institutional theaters, contests, residencies, and workshops. The directory recommends that the playwright submit scripts to theaters in the manner requested under the "Best Way" heading of each theater entry. For example, some playhouses only want outlines, others will take full scripts via mail, and some will only look at a script through an agent.

Dramatist's Sourcebook: Complete Opportunities for Playwrights, Translators, Composers, Lyricists, and Librettists. NYC: Theatre Communications Group. Annual. The *Sourcebook* will help aspiring writers of the theater find production houses that want to produce new shows, as well as literary publishers interested in written drama. Also listed are opportunities for grants, fellowships, residencies, continuing education, and prizes. Names of agents are also provided.

Editor & Publisher International Year Book: Who's Where. NYC: Editor & Publisher. Annual. "The encyclopedia of the newspaper industry." The *Year Book* lists, in geographic arrangement, information about newspapers of all varieties: daily, weekly, special (military, black, gay, lesbian, ethnic, religious, and college), and tabloid from all over the world.

Gale Directory of Publications and Broadcast Media. 3 Volumes. Detroit: Gale. Annual, plus updates. Listings in the first two volumes of this U.S./Canada directory are state-by-state and province-by-province, making it simple to turn to a particular geographic area in North America and see what newspapers, magazines, journals, radio and television stations, and cable systems are located there. The third *Gale* volume helps the reader locate publishers and broadcasters by subject, format, and intended audience (e.g., college publications).

Historical Journals: A Handbook for Writers and Reviewers. 2nd Ed. By Dale R. Steiner. Jefferson, NC: McFarland & Co. 1993. This handbook supplies a brief description of each history journal, type of readership, where the periodical is indexed, whether or not a query is preferred, what style should be followed (i.e., Chicago, MLA, etc.), preferred length, and whether or not works are refereed.

Insider's Guide to Book Editors, Publishers, and Literary Agents. By Jeff Herman. Rocklin, CA: Prima Publishing. Annual. A mix of "how-to-get-published" articles and listings of book publishers and literary agents. Each publisher entry consists of a description of the genres the publisher is most interested in, titles of a few recent publications, names of any well-known authors it has published, and the names of the acquisitions editors. The entries for the literary agents are fairly in-depth, listing the agents' place and date of birth, what they are and are not interested in reading, fees, number of unpublished writers signed, and number of books sold in the past year.

International Directory of Little Magazines and Small Presses. Paradise, CA: Dustbooks. Annual. This yearly volume lists information needed before sending an article or query to smaller periodical and book publishers.

The Literary Market Place [A.K.A. ***LMP***]**: The Directory of the American Book Publishing Industry.** New Providence, NJ: R.R. Bowker. Annual. A key one-stop-shopping directory for book publishing services in the U.S. and Canada. Book publishers are listed, with the larger and/or more established presses indexed by type of publication, geographic location, and subject (for example, the 1995 *LMP* listed fifty-one publishers interested in books dealing with topics in physics). You'll find names and addresses for those involved in all aspects of publishing, including publicity, agents, awards, wholesalers, and desktop publishers. The sister publication to this guide is ***The International Literary Market Place,*** also released annually.

Magazines for Libraries. 8th Ed. By Bill Katz and Linda Sternberg Katz. New Providence, NJ: R.R. Bowker. 1995. Known to librarians as *Katz's*, this volume reviews, describes, and recommends top magazines and journals in different fields. Like any "best of" collection, don't despair if the journal you are aspiring to be published in is not recommended; there is subjectivity involved.

MLA Directory of Scholarly Presses in Language and Literature. By James L. Harner. NYC: Modern Language Association of America. 1996. The *MLA Directory* describes the fields of interest, submission requirements, contract provisions, and editorial procedures of worldwide scholarly publishers of books on the study of language and linguistics.

Newsletters in Print. Edited by John Krol. Detroit: Gale. Annual. A descriptive guide to 11,000 subscription, membership, and free North American newsletters. Other newsletter directories include ***Hudson's Subscription Newsletter Directory,*** covering about 4,000 newsletters (Rhinebeck, NY: Hudson Associates. Annual), and the ***Oxbridge Directory of Newsletters,*** listing more than 21,000 newsletters from the U.S. and Canada (NYC: Oxbridge Communications. Annual).

The Playwright's Companion: A Practical Guide to Script Opportunities in the U.S.A. Compiled and introduced by Mollie Ann Meserve. NYC: Feedback Theatrebooks. Annual. ***The Playwright's Companion*** lists theaters and production companies with an interest in producing new plays or new play readings. Also describes contests and awards open to playwrights.

Ulrich's International Periodicals Directory — Including Irregulars and Annuals. 5 Volumes. New Providence, NJ: R.R. Bowker. Annual, with supplements. *Ulrich's* is the premier periodicals directory. A standard source at all libraries, it attempts to include all periodicals of the world in its multi-volume set. The variety and number of periodicals listed in this compilation is practically overwhelming. The periodicals are listed in 132 classified areas in alphabetical order, with such sections as Biology, How-To-Do-It, Do-It-Yourself, Linguistics, Women's Interests, and Mines and Mining. There is also an alphabetical title index in the last volume. Other features of *Ulrich's* include a listing of cessations (those periodicals that have ceased publication), a listing of daily and weekly newspapers, and an index to the periodicals in geographic order. A directory almost identical to *Ulrich's* is ***The Serials Directory: An International Reference Book*** (5 Volumes. Birmingham, AL: EBSCO. Annual).

Words to the Wise: A Writer's Guide to Feminist and Lesbian Periodicals and Publishers. By Andrea Fleck Clardy. Ithaca, NY: Firebrand Books. 1993. This little guide (just over 50 pages long) is quite useful for writers whose style and content would be of interest to publishers and periodicals geared to a lesbian and/or feminist readership.

Writers' and Artists' Yearbook: A Directory for Writers, Artists, Playwrights, Writers for Film, Radio and Television, Photographers and Composers. London: A&C Black. Annual. The majority of publishers in this directory are based in the U.K. There are, additionally, publishers listed that hail from Australia, Canada, Ghana, Hong Kong, India, Ireland, Kenya, Malaysia, New Zealand, Nigeria, South Africa, the U. S., and Zimbabwe.

The Writer's Handbook. By Sylvia Burack. Boston: The Writer, Inc. Annual. The first hundred or so (yes, *hundred* or so) chapters are devoted to advice for writers, with such titles as "Editorial Criticism: How to Take It—and Use It," and "Dialogue That Speaks to Your Reader." Many of these article-length chapters also offer guidance regarding different types and genres of writing, including science fiction, mystery, nonfiction, playwriting, poetry, and juvenile and young adult fiction. The Where to Sell portion of this handbook lists information on periodical, book, newspaper, and play publishers. Updated and new items are featured in this publisher's magazine *The Writer* in the Market News section.

Writer's Market: Where & How to Sell What You Write. Cincinnati, OH: Writer's Digest Books. Annual. Also available on CD-ROM. One of the most popular market guides, published annually with interim updates included in the Markets section of *Writer's Digest Magazine*. ***Writer's Market*** lists outlets for those trying to market short stories, novels, plays, articles, greeting cards, fillers, non-fiction books, and television and film scripts. Chapters offer practical advice for professional writers, with such headings as "How Much Should I Charge?" Writer's Digest Books also publishes market directories that focus on specialty markets:

Children's Writer's & Illustrator's Market: Where to Sell Your Fiction, Nonfiction, and Illustrations for Every Age Group from Toddlers to Teens.

Market Guide for Young Writers: Where and How to Sell What You Write.

Mystery Writer's Market Place and Sourcebook.

Novel & Short Story Writer's Market.

Poet's Market: Where & How to Publish Your Poetry.

Science Fiction Writer's Market Place and Sourcebook.

Song Writer's Market: Where & How to Market Your Songs.

Writing About Music: A Guide to Publishing Opportunities for Authors and Reviewers. By Ann P. Basart. Berkeley, CA: Fallen Leaf Press. 1989. A guide aimed at anyone who is "equipped to write knowledgeably about some aspect of music." The choices range from *Creem* (rock music and pop culture) to the *Beethoven Newsletter*.

Working Press of the Nation. 3 Volumes. New Providence, NJ: National Register Publishing. Annual. Each volume is devoted to a different media format. Volume 1: *Newspapers*, includes information on dailies, weeklies, special interest, and foreign newspapers. Volume 2: *Magazines and Internal Publications*, lists consumer, agricultural, business, trade, and industrial periodicals. Volume 3: *TV & Radio Directory*, names almost 15,000 television and radio stations. All items can be accessed alphabetically, by subject, or geographically. ■

BEST COPY AVAILABLE

WHEN FACULTY TRY QUALITY

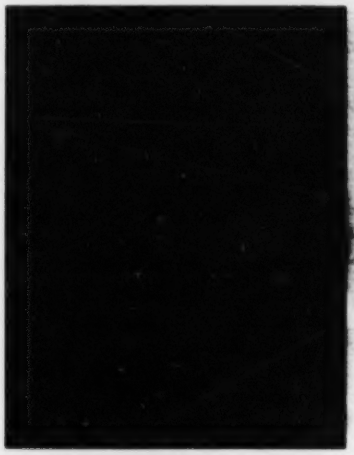
Three Examples From the "Quality Teaching Project" at the University of Texas

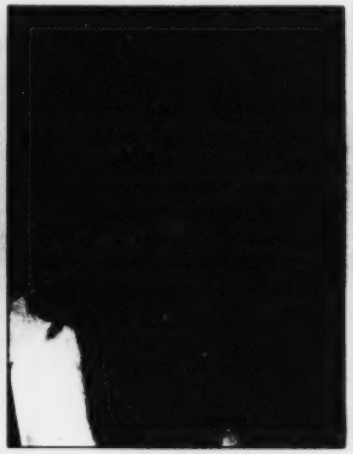
by Marilla Svinicki and Michelle O'Reilly

Many campuses have successfully applied business-based principles of "quality" — *customer focus, continuous improvement, data-based decision making* — in management and service areas like admissions, the libraries, and the bursar's office. But the spirit of the quality movement, stripped of its corporate trappings, also fits very closely with the idea of teaching and learning as a cooperative enterprise between faculty and students. And the call in higher education to regard the teaching enterprise as a scholarly activity to be examined with the same vigor as are disciplinary studies parallels the quality movement's commitment to data-based decision making and continuous improvement.

This desire for more scholarly inquiry into teaching and learning launched the very successful and productive classroom research movement of the 1980s. Perhaps the practitioners of quality have now learned enough about the academy to find the words to convince faculty that they share goals and methods, just cloaked in different terms.

It was with this hope that the University of Texas at Austin, in a collaboration between its Center for Teaching Effectiveness and its Quality Center, embarked on an experiment to support faculty interested in taking a quality approach in the classroom. That UT's faculty are a varied group ensured that the task would not be easy. But, with the support of University leadership, the effort has had initial success, and has taught us some useful lessons.





Marilla Svinicki **(left)** ***is director of the Center for Teaching Effectiveness (msvinicki@mail.utexas.edu) and Michelle O'Reilly is director of the Quality Center (utqc@mail.utexas.edu), University of Texas at Austin, Austin, TX 78705.***

Initial Steps

In the true spirit of quality, UT's "Quality Teaching Project" began by assessing the needs of its "customers" — i.e., faculty who were potential participants. In early 1995, an interest survey was circulated among all UT faculty to determine what topics an interesting and relevant introduction to quality principles would include. After several Delphi rounds, the needs were narrowed to: "what the quality concept is," "how quality principles might be applied in the classroom," and "how data can be used to improve teaching." These three topics were the foundation of an exploratory conference in April 1995 to which all faculty were invited.

The goal of the conference was to provide faculty with enough information about quality concepts to interest them in participating on year-long inquiry teams. That spring conference generated a list of seventeen possible project ideas, which were discussed at a summer 1995 planning meeting. There, the list was trimmed to seven ideas, from which seventy-two faculty members chose projects to work on throughout the following year.

Three of the projects are described in this article; the other four were "Effects of Class Routine on Students' Satisfaction and Learning," "Indicators of Good Teaching," "Systematic Continuous Feedback Methods," and

BEST COPY AVAILABLE

"Continued Training in Quality Principles Applied to the Classroom."

Faculty teams designed their own working strategies — some worked closely with one another, others relatively independently with occasional group meetings and communiqués to compare experiences. A second exploratory conference in spring 1996 disseminated results and recruited new project participants.

The three following examples illustrate how the various teams worked and what they experienced. They are representative of the range of variables that differentiated the teams, including variation in *team size* (two faculty, four, and ten), variation in *process* (team members working independently in their respective classes but pursuing a common theme; working closely throughout the semester), and variation in *diversity of discipline* (team members from very different disciplines; relatively similar disciplines).

So what did the project teams discover about the process of applying quality principles in their classes? And what insights did they gain about their students' learning and their own teaching?

Project Team 1: "Involving Students in Teaching Their Class"

The question this faculty team of two asked was: "Does a higher level of student responsibility for the intellectual content of the course increase students' learning?"

These instructors of a Human Ecology course and a Mechanical Engineering course gave their respective students responsibility for teaching a component of the course content at least once during the semester. Students in Human Ecology were tested on the material presented by the student instructors; the Mechanical Engineering instructor used quality techniques, including surveys at the middle and end of the semester and class focus groups, to gather student feedback on various measures of satisfaction and behavior.

Both instructors found that students put more effort into their learning when they were responsible for finding resources, mastering the material, and preparing a presentation than when they were lectured to by the professor and given traditional homework assignments or when only a written summary of their research was required. And both instructors reported that students seemed to gain deeper insight into the course content than had prior classes. In Human Ecology, exam questions on information presented by students were answered in more detail by the student instructors than by the remainder of the class.

The student feedback revealed several successes. For instance, the surveys indicated that the activity providing the most highly rated learning benefit was active participation by the instructor as a discussant when a student was teaching. That format provided a more effective context for the instructor to demonstrate critical thinking and expression. In addition, students commented that being required to present course content forced them to be more organized and more committed to learning the material. As a result, they felt they did learn the material better.

The feedback highlighted opportunities for improvement, too. In Mechanical Engineering, how well the students functioned as presenters and discussants was uneven. In Human Ecology, not all the students rated peer delivery of the material as effective as the instructor's delivery. The problem was highlighted when students presented individually, as opposed to in pairs. Team presenters were rated as more creative and effective, but the students reported that finding time to prepare together was difficult.

On the whole, the learning technique tested in these classes had clearly positive results for students and instructors. Both instructors intend to continue holding students responsible for teaching some of the content in future courses and using the quality principles of continuous feedback to monitor student reactions and learning.

Project Team 2: "Email for Feedback and Learning"

Ten instructors from Management, Advertising, Geology, Zoology, and two language departments participated on this team. Their questions were: "How does email facilitate student learning and student satisfaction?" and "Can the use of email result in more efficient use of the instructor's time, improved interpersonal communication, and better teaching?"

In some of the courses, the instructors used email to gather and distribute information and to respond to student questions ("virtual office hours"). Some instructors also used electronic journaling; others experimented with electronic peer editing and its relation to student learning and satisfaction. Instructors monitored student satisfaction, the types of questions students asked, the time required of the instructor, and the overall level of student performance compared with previous semesters.

At the conclusion of the project, students reported that email made faculty and teaching assis-

To gain the time to compile feedback and design in-class activities, these instructors were forced to evaluate what content was truly important and what could be cut, resulting in more concise and effective courses.

tants more accessible. It also made contact with their peers easier — for pair or group work, for example. In classes where electronic peer editing was used, students reported becoming more involved with one another's projects and essays. They also reported having learned the importance of redrafting and of observing others' crafting techniques. Electronic journaling was found to produce pedagogical benefits and to increase student motivation and satisfaction.

In the courses where email was available at several levels of participation (e.g., "virtual office hours," class discussion groups, real-time discussions), students participated at varying levels — appropriate to their learning styles and at depths according to their interest. In this, email introduced a self-paced component to the course.

One difficulty the instructors reported was that students varied in their level of computer literacy and access. But they felt that as computer-aided instruction proliferates and computer access increases, such problems will subside.

The instructors felt email was an effective source of student feedback in some ways, but the time required to administer its use (filing, sorting, keeping back-up copies current) and their own tendency to respond to students' email at length ended up creating more problems than email solved. This might smooth out with experience, too. Variables to consider when using email to collect feedback from students include frequency of class meetings, class size, whole-class or partial-class sampling, frequency and format of feedback request, and open-ended or gradient scale. For example, some instructors used whole-class feedback at least weekly and found that was too often, especially in smaller classes.

In spite of email's time demands, all the instructors agreed that email provided such significant pedagogical and motivational benefits as a component of their classes that they will continue using and refining the process.

Project Team 3: "Feedback in Large Lecture Classes"

This team consisted of four faculty members from the natural sciences who taught large classes and were interested in getting more immediate feedback to and from students. They also were interested in determining which in-class, lecture-related activities best promoted student understanding, and how the effect of such in-class activities could be measured. To determine this, the instructors administered after-quiz surveys a number of times throughout the semester and end-of-class surveys every week.

Among the in-class activities tried were interactive quiz and work sessions used by one team member during lectures throughout the semester. The work session technique involved interrupting lecture for an activity, then using technology to gather individual student results, compile and analyze them on the instructor's monitoring computer, and display class results after the work session was finished. The display allowed students and instructor alike to see how well concepts were understood and what kinds of problems remain.

At the end of the semester, all four instructors used the same feedback form to gather student reactions to the semester's activities.

Most students in all the classes felt that their instructor had encouraged feedback, and that the in-class activities did help their learning. The instructors observed, however, that even though their classes were in similar disciplines and of a similar class type, enough variation existed that what was appropriate and easy to accomplish in one class was not always so in another. The instructors did report that collecting student feedback early in their course yielded enough positive outcomes that they would continue to find ways to gather feedback.

Most interesting for this team, however, was the effect the project had on the team members themselves. All reported that the moral support of the group and the encouragement provided by the regular team meetings were critical. Without that support, they likely would have abandoned the project. Instead, they persevered to find that modifying their instruction in response to student feedback became more interesting and challenging as the semester progressed. To gain the time to compile feedback and design in-class activities, these instructors were forced to evaluate what content was truly important and what could be cut, resulting in more concise and effective courses.

Lessons of the Quality Teaching Project

What did we learn about the application of quality principles in college teaching?

1. *Quality principles are applicable in a wide range of course circumstances.*

Quality principles are not simply the purview of business or engineering courses, where the content of the course may be the quality process itself. UT's Faculty team members came from the sciences, humanities, and lan-

Perhaps the next level of application can be at the multi-course level, in which the progress of students across related courses becomes the subject of study using quality principles.

guages as well as business and engineering fields. Their courses were undergraduate and graduate, small and large, skill- and theory-based, and basic introductory through advanced graduate. This range demonstrates that quality concepts are general enough to be modified to fit the particular circumstances of a wide range of disciplines or course types.

2. *Quality principles can be used in the service of a wide range of questions.*

The projects undertaken at UT were not restricted to the narrow conception of "quality" as primarily seeking input from customers or other stakeholders. That principle was the focus of one of the teams, but the others used quality concepts as a vehicle for exploring deeper pedagogical questions, such as the effect on learning of students taking responsibility for the teaching of course content, the value of email as a communication vehicle, or the effect of in-lecture activities on large classes.

Such wider application of quality to pedagogy could be viewed as a melding of quality principles with those of effective classroom research. In fact, the two can be used reciprocally: Quality procedures can be employed in the name of research into classroom learning, and classroom research procedures can be used to evaluate the effectiveness of using quality principles in the classroom.

This represents an important direction for the quality movement. The UT quality projects take the implementation of quality principles beyond mere demonstration ("here's what we did") to more interesting and informative uses of the ideas ("why does one use of an idea work where another didn't"). The latter represents a more sophisticated conception of the value of quality ideas that is more attuned to faculty's scholarly bent. Framing quality principles this way may make them more available or more appealing to a traditionally skeptical faculty audience.

3. *Quality principles in the service of research meet the faculty's need for academic rigor as well as their practical needs.*

This is an expansion of the previous conclusion. In the array of projects undertaken in the Quality Teaching Project, we saw both the scholarly inquiry and pragmatism that can be served by quality principles. Some faculty participated because they wanted more information to solve the everyday problems of their classes; others participated because they saw the possibilities of exploring something more fundamental about student learning. Faculty are intrigued by learning more, and quality principles allow them to learn in the service of practice as well as inquiry.

4. *The Quality Teaching Project serves as a vehicle for discussing the universal issues of teaching.*

This finding isn't restricted to the application of quality principles to the classroom. Any time faculty come together to talk about teaching, they find they have much in common despite their disciplinary differences. The faculty participants in the Quality Teaching Project reported a renewed enthusiasm for teaching, which came from the regular communication they had with colleagues from across the campus. What topic they coalesced around mattered less than having a reason to discuss their similar challenges. The Quality Teaching Project gave them a format for doing so and a forum for taking action on their ideas. Its structure encouraged the faculty to persist in their efforts because of the mutual benefit they received from sharing observations regularly with colleagues.

5. *Quality principles can encourage faculty to attempt more systematic changes.*

Many changes in teaching are a result of moments of inspiration and trial-and-error learning. The quality movement offers a more systematic approach to change. Rather than making many individual, incremental changes, without surety of their impact, faculty in this project were encouraged to plan, collect data, compare outcomes, and speculate on causes as they worked together. In this aspect, the quality movement has much in common with the classroom research movement. Participating in such a project makes you more aware that you can systematically explore teaching and have a solid foundation for change.

The Quality Teaching Project will continue to support the annual cycle of team formation, exploration, and celebration as long as the UT faculty find it of value. We hope the effort's high level of visibility will encourage more faculty to initiate new efforts to systematically examine their classes. Perhaps the next level of application can be at the multi-course level, in which the progress of students across related courses becomes the subject of study using quality principles.

Whatever direction faculty take the project in, it can only increase understanding of what happens in classrooms and with students. And that can only lead to improvement, which is, after all, the ultimate goal of quality. ■

AAHE Bulletin

December/1986 Volume 40/Number 4

To Clarify Our Role

Canadian Faculty Propose an Ethical Code for Teaching

BY HARRY MURRAY, EILEEN GILLESE, MADELINE LENNON, PAUL MERCER, AND MARILYN ROBINSON

Rediscovering the Joy of Learning

Special Programs for Retirement-Age Learners

AAHE's Assessment Forum Looks Ahead

AAHE NEWS

AAHE PRESIDENTIAL SEARCH

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **Ethical Principles for College and University Teaching**
Canada's exemplary teachers pursue improvement
by Harry Murray, Eileen Gillese, Madeline Lennon, Paul Mercer, and Marilyn Robinson

7 **Rediscovering the Joy of Learning**
Special programs like Institutes for Learning in Retirement and Elderhostel bring retirement-age learners back to campus
by Kenneth E. Young

10 **Looking Ahead**
AAHE's new director of the Assessment Forum sets an agenda for 1997
by Barbara Cambridge

Contribute to a New Assessment Resource
Help identify useful assessment books, videos, conferences, websites

Departments

13 **AAHE News** . . . presidential advertisement . . . FFRR conference . . . summer quality academy . . . peer review activities . . . and more!

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
December 1996/Volume 49/Number 4

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Russell Edgerton. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Cover photograph courtesy of Harvard Institute for Learning in Retirement
Cover by CLN Associates. Printing by HBP, Inc.
Cover concept by Dever Designs, Inc.

BEST COPY AVAILABLE

ETHICAL PRINCIPLES
for College and University Teaching

Canadian professors define their professional responsibilities as teachers.

by Harry Murray, Eileen Gillese, Madeline Lennon, Paul Mercer, and Marilyn Robinson

What should it mean to be a university teacher? That's a question driving much of AAHE's work on behalf of American higher education. But Americans aren't the only ones asking it.

In May 1996, with the aim of improving teaching by stimulating national discussion around just such a question, Canada's Society for Teaching and Learning in Higher Education (STLHE) began distributing a document it calls "Ethical Principles for College and University Teaching," drafted and endorsed by a select group of exemplary teachers.

The first recipients of the Principles were the Society's 500+ members — mostly faculty, plus students and teaching/learning resource professionals in campuses across Canada. Then came some 8,000 copies sent in bulk to Canadian university presidents and directors of instructional development centers, to be distributed to their CAOs, deans, and chairs of departments, committees, unions, and senates.

As the preamble to the Principles states: "Ethical principles are conceptualized here as general guidelines, ideals, or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of university teaching. The intent of this document is not to provide a list of ironclad rules ... that will automatically apply in all situations. Similarly, the intent is not to contradict the concept of academic freedom, but rather to describe ways in which academic freedom can be exercised in a responsible manner."

The Society thinks of its document as "food for thought, not necessarily as a final product," and it is with that purpose in mind that the *AAHE Bulletin* now makes it available for discussion in the United States.

— *Eds.*

Harry Murray (psychology), Eileen Gillese (law), Madeline Lennon (visual arts), Paul Mercer (physiology), and Marilyn Robinson (physiology/educational development) are faculty members at the University of Western Ontario, London, ONT N6A 5C2 Canada. All are 3M Fellows and members of the Society for Teaching and Learning in Higher Education, c/o Centre for the Support of Teaching, York University, 4700 Keele Street, North York, ONT M3J 1P3 Canada; (homepage) www.umanitoba.ca:80/academic_support/uts/stlhe/.

About the 3M Fellowship Program

The "Ethical Principles" were conceived partly in celebration of the tenth anniversary of the 3M Fellowships, a program of the Society for Teaching and Learning in Higher Education.

Supported by 3M Canada, the Society awards up to ten 3M Fellowships yearly to exemplary Canadian faculty recognized for their excellence in teaching and educational leadership. At a three-day retreat, each awardee shares past teaching experiences and discusses new ideas. 3M Canada also supported production and dissemination of the Principles document.

A nucleus of 110 such awardees now is scattered throughout Canada, representing a broad range of academic disciplines. The 3M Fellows work individually and together to enhance teaching and learning, both at their own institutions and through larger collaborative initiatives.

© 1996 Society for Teaching and Learning in Higher Education. The Principles were produced with the endorsement of the following 3M Fellows: Arshad Ahmad, Frank Aherne, Guy Allen, Wiktor Askanas, Colin Baird, Roger Beck, David Bentley, Beverly Cameron, Norman Cameron, Thomas Cleary, William Coleman, James Erskine, Graham Fishburne, Joyce Forbes, Dean Gaily, Allan Gedalof, William Gilsdorf, Joseph Habowsky, Ralph Johnson, Peter Kennedy, Ralph Krueger, Estelle Lacoursiere, Gordon Lange, Jack London, Nadia Mikhael, Alex Middleton, James Newton, Gary Poole, Manfred Prokop, Pat Rogers, Peter Rosati, Robert Schulz, Ronald Sheese, Alan Slavin, Ronald Smith, Lois Stanford, Susan Stanton, David Topper, Donald Ursino, Fred Vermeulen, and Wayne Weston.

BEST COPY AVAILABLE

Principle 1:
Content Competence

A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies.

This principle means that a teacher is responsible for maintaining (or acquiring) subject matter competence not only in areas of personal interest but in all areas relevant to course goals or objectives. Appropriateness of course content implies that what is actually taught in the course is consistent with stated course objectives and prepares students adequately for subsequent courses for which the present course is a prerequisite. Representativeness of course content implies that for topics involving difference of opinion or interpretation, representative points of view are acknowledged and placed in perspective. Achievement of content competence requires that the teacher take active steps to be up-to-date in content areas relevant to his or her courses; to be informed of the content of prerequisite courses and of courses for which the teacher's course is prerequisite; and to provide adequate representation of important topic areas and points of view.

Specific examples of failure to fulfill the principle of content competence occur when an instructor teaches subjects for which she or he has an insufficient knowledge base, when an instructor misinterprets research evidence to support a theory or social policy favored by the instructor, or when an instructor responsible for a prerequisite survey course teaches only those topics in which the instructor has a personal interest.

Principle 2:
Pedagogical Competence

A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.

This principle implies that, in addition to knowing the subject matter, a teacher has adequate pedagogical knowledge and skills, including communication of objectives, selection of effective instructional methods, provision of practice and feedback opportunities, and accommodation of student diversity. If mastery of a certain skill (e.g., critical analysis, design of experiments) is part of the course objectives and will be considered in evaluation and grading of students, the teacher provides students with adequate opportunity to practice and receive feedback on that skill during the course. If learning styles differ significantly for different students or groups of students, the teacher is aware of these differences and, if feasible, varies her or his style of teaching accordingly.

...failure to fulfill the principle of pedagogical competence includes ... using exams consisting solely of fact-memorization questions when the main objective of the course is to teach problem-solving skills...

To maintain pedagogical competence, an instructor takes active steps to stay current regarding teaching strategies that will help students learn relevant knowledge and skills and will provide equal educational opportunity for diverse groups. This might involve reading general or discipline-specific educational literature, attending workshops and conferences, or experimentation with alternative methods of teaching a given course or a specific group of students.

Specific examples of failure to fulfill the principle of pedagogical competence include using an instructional method or assessment method that is incongruent with the stated course objectives (e.g., using exams consisting solely of fact-memorization questions when the main objective of the course is to teach problem-solving skills); and failing to give students adequate opportunity to practice or learn skills that are included in the course objectives and will be tested on the final exam.

Principle 3:
Dealing With Sensitive Topics

Topics that students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way.

Among other things, this principle means that the teacher acknowledges from the outset that a particular topic is sensitive, and explains why it is necessary to include it in the course syllabus. Also, the teacher identifies his or her own perspective on the topic and compares it to alternative approaches or interpretations, thereby providing students with an understanding of the complexity of the issue and the difficulty of achieving a single "objective" conclusion. Finally, in order to provide a safe and open environment for class discussion, the teacher invites all students to state their position on the issue, sets ground rules for discussion, is respectful of students even when it is necessary to disagree, and encourages students to be respectful of one another.

As one example of a sensitive topic, analysis of certain poems written by John Donne can cause distress among students who perceive racial slurs embedded in the professor's interpretation, particularly if the latter is presented as the authoritative reading of the poem. As a result, some students may view the class as closed and exclusive rather than open and inclusive. A reasonable option is for the professor's analysis of the poem to be followed by an open class discussion of other possible interpretations and the pros and cons of each.

Another example of a sensitive topic occurs when a film depicting

scenes of child abuse is shown, without forewarning, in a developmental psychology class. Assuming that such a film has a valid pedagogical role, student distress and discomfort can be minimized by warning students in advance of the content of the film, explaining why it is included in the curriculum, and providing opportunities for students to discuss their reactions to the film.

Principle 4:
Student Development

The overriding responsibility of the teacher is to contribute to the intellectual development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

According to this principle, the teacher's most basic responsibility is to design instruction that facilitates learning and encourages autonomy and independent thinking in students, to treat students with respect and dignity, and to avoid actions that detract unjustifiably from student development. Failure to take responsibility for student development occurs when a teacher comes to class underprepared, fails to design effective instruction, coerces students to adopt a particular value or point of view, or fails to discuss alternative theoretical interpretations (see also Principles 1, 2, and 3).

Less obvious examples of failure to take responsibility for student development can arise when teachers ignore the power differential between themselves and students and behave in ways that exploit or denigrate students. Such behaviors include sexual or racial discrimination; derogatory comments toward students; taking primary or sole authorship of a publication reporting research conceptualized, designed, and conducted by a student collaborator; failure to acknowledge academic or intellectual debts to students; and assigning research work to students that serves the ends of the teacher but is unrelated to the educational goals of the course.

In some cases, the teacher's responsibility to contribute to student development can come into conflict with responsibilities to other agencies, such as the university, the academic discipline, or society as a whole. This can happen, for example, when a marginal student requests a letter of reference in support of advanced education, or when a student with learning disabilities requests accommodations that require modification of normal grading standards or graduation requirements. There are no hard and fast rules that govern situations such as these. The teacher must weigh all conflicting responsibilities, possibly consult with other individuals, and come to a reasoned decision.

Principle 5:
Dual Relationships With Students

To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.

This principle means that it is the responsibility of the teacher to keep relationships with students focused on pedagogical goals and academic requirements. The most obvious example of a dual relationship that is likely to impair teacher objectivity and/or detract from student development is any form of sexual or close personal relationship with a current student. Other potentially problematic dual relationships include: accepting a teaching (or grading) role with respect to a member of one's immediate family, a close friend, or an individual who is also a client, patient, or business partner; excessive socializing with students outside of class, either individually or as a group; lending money to or borrowing money from students; giving gifts to or accepting gifts from students; and introducing a course requirement that students participate in a political movement advocated by the instructor.

Even if the teacher believes that she or he is maintaining objectivity in situations such as these, the perception of favoritism on the part of other students is as educationally disastrous as actual favoritism or unfairness. If a teacher does become involved in a dual relationship with a student, despite efforts to the contrary, it is the responsibility of the teacher to notify his or her supervisor of the situation as soon as possible, so that alternative arrangements can be made for supervision or evaluation of the student.

Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the classroom, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the teacher to prevent these risks from materializing into real or perceived conflicts of interest.

Principle 6:
Confidentiality

Student grades, attendance records, and private communications are treated as confidential materials, and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.

This principle suggests that students are entitled to the same level of confidentiality in their relationships with teachers as would exist in a lawyer-client or doctor-patient relationship. Violation of confidentiality in the teacher-student relationship can cause students to distrust teachers and to show decreased academic motivation. Whatever rules or policies are followed with respect to confidentiality of student records, these should be disclosed in full to students at the beginning of the academic term.

In the absence of adequate grounds (i.e., student consent, legitimate purpose, or benefit to student) any of the following could be construed as a violation

BEST COPY AVAILABLE

of confidentiality: providing student academic records to a potential employer, researcher, or private investigator; discussing a student's grades or academic problems with another faculty member; and using privately communicated student experiences as teaching or research materials. Similarly, leaving graded student papers or exams in a pile outside one's office makes it possible for any student to determine any other student's grade and thus fails to protect the confidentiality of individual student grades. This problem can be avoided by having students pick up their papers individually during office hours, or by returning papers with no identifying information or grade visible on the cover page.

Principle 7:
Respect for Colleagues

A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.

This principle means that in interactions among colleagues with respect to teaching, the overriding concern is the development of students. Disagreements between colleagues relating to teaching are settled privately, if possible, with no harm to student development. If a teacher suspects that a colleague has shown incompetence or ethical violations in teaching, the teacher takes responsibility for investigating the matter thoroughly and consulting privately with the colleague before taking further action.

A specific example of failure to show respect for colleagues occurs when a teacher makes unwarranted derogatory comments in the classroom about the competence of another teacher ... for example, Professor A tells students that information provided to them last year by Professor B is of no use and will be replaced by information from Professor A in the course at hand. Other examples of failure to uphold this principle would be for a curriculum committee to refuse to require courses in other departments that compete with their own department for student enrollment; or for Professor X to refuse a student permission to take a course from Professor Y, who is disliked by Professor X, even though the course would be useful to the student.

Principle 8:
Valid Assessment of Students

Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.

This principle means that the teacher is aware of research (including personal or self-reflective research) on the advantages and disadvantages of alternative methods of assessment, and based on this knowledge, the teacher selects assessment techniques that are consistent with the objectives of the course and at the same time are as reliable and valid as possible. Furthermore, assessment procedures and grading standards are communicated clearly to students at the beginning of the course, and except in rare circumstances, there is no deviation from the announced procedures. Student exams, papers, and assignments are graded carefully and fairly through the use of a rational marking system that can be communicated to students. By means appropriate for the size of the class, students are provided with prompt and accurate feedback on their performance at regular intervals throughout the course, plus an explanation as to how their work was graded, and constructive suggestions as to how to improve their standing in the course. In a similar vein, teachers are fair and objective in writing letters of reference for students.

One example of an ethically questionable assessment practice is to grade students on skills that were not part of the announced course objectives and/or were not allocated adequate practice opportunity during the course. If students are expected to demonstrate critical inquiry skills on the final exam, they should have been given the opportunity to develop critical inquiry skills during the course. Another violation of valid assessment occurs when faculty members teaching two different sections of the same course use drastically different assessment procedures or grading standards, such that the same level of student performance earns significantly different final grades in the two sections.

Principle 9:
Respect for Institution

In the interests of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.

This principle implies that a teacher shares a collective responsibility to work for the good of the university as a whole, to uphold the educational goals and standards of the university, and to abide by university policies and regulations pertaining to the education of students.

Specific examples of failure to uphold the principle of respect for institution include engaging in excessive work activity outside the university that conflicts with university teaching responsibilities; and being unaware of or ignoring valid university regulations on provision of course outlines, scheduling of exams, or academic misconduct. ■

Bibliography

The authors are indebted to the following for ideas that were incorporated into the present document:

American Psychological Association. "Ethical Principles of Psychologists." *American Psychologist* 45 (1990): 390-395.

Matthews, J.R. "The Teaching of Ethics and the Ethics of Teaching." *Teaching of Psychology* 18 (1991): 80-85.

University of Calgary. *Code of Professional Ethics for Academic Staff.* Calgary, Alberta: University of Calgary, 1994.

BEST COPY AVAILABLE

REDISCOVERING THE JOY OF LEARNING

Retirement-age students are not the "traditional" demographic for higher education, but through special programs like Institutes for Learning in Retirement and Elderhostel, they can contribute a lot in the classroom and on campus.

by Kenneth E. Young

I am a 74-year-old student at American University. One day as I was walking across campus I encountered the university's president, an acquaintance, who called out, "I'm happy to see so many gray-haired students!" To which I answered, "You should be. We're the ones here for the sheer joy of learning."

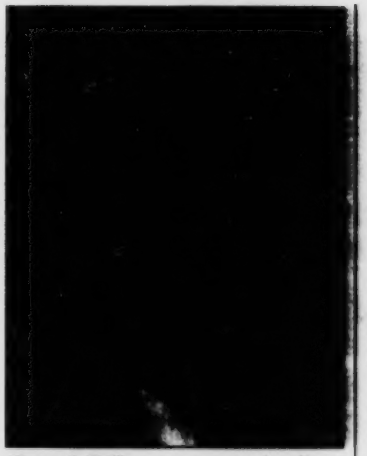
This exchange, while joking, underscores three truths:

➤ Most colleges and universities are experiencing a steady growth in the presence of students over the age of 50.

➤ These older students bring to campus attitudes, behaviors, and expectations that in some ways are significantly different from those of most "traditional" students.

➤ Such differences offer exciting new opportunities for reinvigorating all of higher education.

Today in America, we are participants in the greatest late-life demographic revolution in human history. Never before has such a large and growing proportion of the population survived into old age. Since 1900, the *percentage* of Americans 65 and older has more than tripled (from 4.1 percent in 1900, to 12.7 percent in 1992), and the *number* has increased more than ten times (from 3.1 million to 32.3 million). And the older population is projected to grow still larger (35.3 million in 2000, 40.1 million in 2010, 53.3 million in 2020, and an astounding 70.2 million in 2030).



Kenneth E. Young was executive director of the Institute for Learning in Retirement of American University during 1984-1989, capping a career of forty-two years in higher education. He can be reached at 4200 Cathedral Avenue NW, Apt. 512, Washington, DC 20016.

The Graying of the Campus

Colleges and universities already are feeling the effects of these demographic changes. In the twenty-eight years from 1970 to current projections for 1998, the number of students 35 and older on college and university campuses has increased by more than 400 percent. By 1987, 3.1 percent of undergraduate students and 4.1 percent of graduate students were 50 or older. These figures do not include the significant growth in continuing education registrations.

Many colleges and universities serve older students, and they do so in many different ways. Various institutions —

➤ offer free or discounted tuition to older adults taking regular or continuing education courses on a space-available basis;

➤ provide services such as reentry assistance, counseling, and even financial aid for older persons earning a degree or preparing for career change;

➤ offer specially designed continuing education courses to assist persons in dealing with problems of retirement, growing older, bereavement, and so on;

➤ support gerontology centers that conduct research and offer related educational activities;

➤ sponsor programs, such as those listed by Elderhostel, designed to attract older persons from other parts of the country for short-term, on-campus educational experiences; and

➤ are planning to deliver educational offerings, in person or remotely, to older persons in nursing homes, retirement communities, and elsewhere.

Yet, many college and university officials are unaware of the existence of these activities, and their potential importance. Among such programs, two of particular note are Elderhostels and Institutes for Learning in Retirement.

Elderhostel programs bring students, mostly age 60 and over,

to a campus from all parts of the country to spend a week or longer taking short, intensive courses, usually taught by regular faculty. Elderhostel programs are hosted by educational institutions and organizations in all fifty states and the District of Columbia, in Canada, and more than fifty countries overseas. In 1994, almost 1,800 participating institutions served almost 300,000 Elderhostelers.

Institutes for Learning in Retirement (ILRs), among them the program that brought me to American University, are membership organizations of local retirement-age learners who come together to plan, participate in, and often conduct educational courses and events for themselves and their community. ILRs are sponsored by a wide variety of educational institutions across North America. More than 150 ILRs have joined in an association, the Elderhostel Institute Network, which helps new ILRs to form and provides a variety of enrichment services to well-established ILRs.

The ILR Model — A Creative Response

The first ILR was established as the Institute for Retired Professionals at the New School for Social Research (now the New School) in New York City in 1962. The impetus for the program came from a group of retired school teachers who were dissatisfied with the programs their teacher's union sponsored for retired members. They wanted a learning arrangement that better reflected the active intellectual challenge they were seeking.

From the very beginning the concept of retired (or near-retirement) persons going to college to plan, organize, and run their own learning programs was enormously appealing. In 1976, Hyman Hersch, the Institute's founding director, convened a national conference that resulted in the beginning of widespread expansion of the ILR concept. Among the early pioneers in adapting the New School model were the University of California-Berkeley Extension, University of California-San Diego Extension, CUNY's Brooklyn College, Hofstra, Harvard, Delaware, Wisconsin-Milwaukee, Miami (FL), Duke, Nova Southeastern, New Hampshire, American, and the University of California-Los Angeles.

There are now about 200 ILRs in the United States and Canada. More than 100 of those were started with the specific help and support of the Elderhostel Institute Network. The diversity among institutional sponsors mirrors higher education itself: large urban-based research universities such as Northwestern; suburban institutions such as Edmonds Community College, north of Seattle; small, rural campuses such as Georgia's Young Harris College; and historically black institutions such as Missouri's Lincoln University.

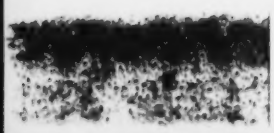
An interesting example of a multifaceted program involving older adults is the North Carolina Center for Creative Retirement at the University of North Carolina at Asheville, which includes a College for Seniors (its ILR), Leadership Asheville Seniors (linking the expertise of local older adults with community needs), the Senior Academy for Intergenerational Learning (matches retired professionals with UNCA undergraduates and local public school children), a Senior Wellness Program (promoting physical fitness and good nutrition), a Research Institute (engages in regional and national research on issues vital to older adults), Seniors in Schools (provides senior volunteers to local public schools), Retirement Planning Program (contracting with local companies to provide financial and preretirement planning to employees), and Outreach Programs (engaging the educational interests of older adults throughout the region).

The Generation Gap

Most active older learners have always been intellectually engaged persons and want to continue to be so in retirement. They usually are college graduates, and many have advanced degrees. They have pleasant memories of their years in college and may be seeking to recapture those experiences. Some have special learning interests, and others desire to sample new areas of study. But what makes these students so special is their strong commitment to learning – to use their minds, to continue to grow intellectually, to better understand the world in which they live. It is sad but true that the same cannot be said about all other students.

Older students bring to the classroom rich backgrounds, having lived through the Great Depression, World War II, the Korean conflict, and the disruption of the 1960s, as well as many personal accomplishments and tragedies. They are eager to share their experiences and often will challenge statements ("That wasn't the way I saw it"). They tend to be curious, much like researchers, asking questions (How come? So what?). Such students are self-directed learners, motivated by intrinsic factors (self-esteem, creative expression) rather than extrinsic goals (grades, tests, degrees). They are quite independent and dislike lots of rules and regulations. They prefer give-and-take discussions to lectures.

Faculty members who have had the experience of leading an ILR study group or serving as a guest lecturer find these older students to be a refreshing change. They often say such



(Credits left to right: © The University of Miami Institute for Retired Professionals; Bob Angerer – Lincoln University ILR; University of North Carolina at Asheville Center for Creative Retirement; and American University ILR.)

things as, "How can I go back to teaching those 19-year-olds? They're either not paying attention or slavishly writing down everything I say so they can play it right back to me verbatim without a fresh or original thought or insight." Teaching older adults, in fact, requires that the teacher function more like an orchestra conductor, bringing up the volume in one section while keeping another section very much in the background, and never allowing any section to dominate for too long.

A few institutions are beginning to recognize these older students as a special resource to the campus and the community. For instance, Eckerd College is delighted to have the members of its Academy of Senior Professionals take on some of the responsibility for career counseling there. Member-volunteers serve as resources and mentors in fields such as medicine, law, and engineering. Often the members and the undergraduates they counsel form genuine friendships, which increase the power and effectiveness of the counseling relationship. Eckerd also arranges for some Academy members to associate themselves with individual faculty, attending undergraduate classes as special resource persons, sharing their life experiences, and offering a point of view different from the professor's. This interaction creates an exciting learning environment, of great benefit to the participating undergraduates.

Elsewhere, the members of Prime Time at California State University-Chico help the university with the cultural education of foreign students on campus. And members of Nova Southeastern University's Institute for Retired Professionals participate in a wide range of intergenerational activities with students in that university's on-campus high school and special school for disabled students.

Such programs change the texture of the educational experience for both generations of students. Each benefits from the intellectual and personal interaction with the other.

Other institutions sponsor ILRs whose members become active in community service. To honor the founder of the Academy of Lifelong Learning at the University of South Carolina-Aiken, members of the Academy sponsor an annual award and memorial lecture, which is open to the community. Members of the Academy for Senior Professionals at Hope College (MI) volunteer as historic tour guides during the city's annual week-long Tulip Time festival. A special team drawn from the membership of the Learning in Retirement Association of the University of Massachusetts Lowell tutor in the local public school.

Whether or not an ILR's members are involved in a formal program of community service, most colleges and universities have found that these respected older citizens will become effective goodwill ambassadors for the institution in the local community.

A New Kind of Learning Community?

Currently, Institutes for Learning in Retirement, Elderhostel's regular residential education programs, and a variety of continuing education programs designed specifically for older adults operate at higher education's margins. They are treated as "worthwhile" activities that colleges and universities usually rationalize for their "community service" and "public relations" value, while the real core of higher education remains its more traditional undergraduate and graduate degree-granting programs.

But the retirement-age student represents a significant resource that, if given the chance, could bring to the academic community the kind of rich variety of life experience it currently lacks in its dedication to the pursuit of credentials for the "real world." And these mature students could become valuable role models for "traditional" students by sharing their commitment to education and their motivation to learn just for the joy and intellectual stimulation of the experience.

There are literally millions of older adults in this country who could be attracted to our campuses if we would only take them seriously enough. The interest in and commitment to education is there. They are, after all, the generations who literally built our institutions of higher education with their tuitions, their contributions, and their taxes during the heady post-World War II years. Now it's time to completely open up our campuses to these older Americans who have achieved so much and contributed so significantly to the life and spirit of this country. ■

To learn more

For a discussion of the defining characteristics of the ILR movement, see Kenneth E. Young, "The Graying of the College Campus and What It Means for Higher Education," *The Center Update* 81 (Spring/Summer 1994): 1-2 (a publication of the Center for Adult Learning and Educational Credentials, American Council on Education).

Those interested in learning more about ILRs and similar programs should read *Students of the Third Age: University/College Programs for Retired Adults*, Richard B. Fisher, Mark L. Blazey, and Henry Lipman, eds. (New York: ACE/Macmillan, 1992).

LOOKING AHEAD

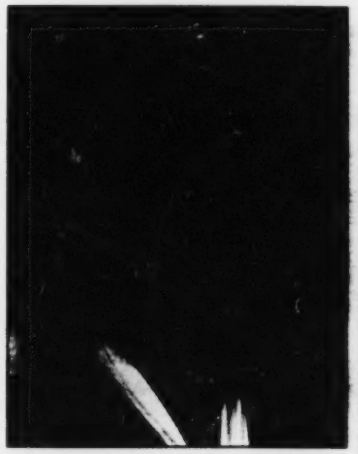
AAHE's new director of the Assessment Forum sets an agenda for 1997

by Barbara Cambridge
Director, AAHE Assessment Forum

When I began teaching writing, I assessed student papers by responding fully to drafts. Years ago, this meant writing marginal and summary notes; later I wrote response letters on the computer. Many hours devoted to this task, however, resulted in few significant revisions by students. I fumed and fretted and wrote more. But the finished products didn't improve.

Then I added student self-assessment. Students submitted with each draft a Writer's Statement in which they asked me three questions that were specific. This focused my attention on what they wanted to know about their writing. Since we had agreed that a fourth question would always be "Do you have any other suggestions?," I still got to comment on the strengths and weaknesses students weren't yet able to see in their own work. My time on each paper decreased, and their revisions improved.

The last addition to my assessment practice was peer review. In writing groups, their classmates answered their Writer's Statement questions, so that each writer had multiple perspectives about possible changes. This step sparked a shift from microrevision to macrorevision. Writers reorganized whole sections of papers, added evidence, and modified language for audience as a result of the three-part assessment by instructor, self, and peer. Writers learned, and papers improved.



Barbara Cambridge became director of AAHE's Assessment Forum this fall. She is also professor of English and associate dean of the faculties at Indiana University Purdue University Indianapolis.

I begin my term as director of the AAHE Assessment Forum, then, knowing the positive impact assessment can have on classroom practice. Yet, classroom practice is so heavily influenced by institutional norms and supports that I've long thought that faculty must have a voice in institutional policy. That idea led to my work as convener of a statewide coalition on writing assessment, as chair of a Task Force on Assessment and Accountability for our university system, and as an appointed member of our state higher education commission. I'm convinced that faculty must contribute to decisions about assessment made by *all* stakeholders in higher education, from students to accreditors to policymakers.

FOCI FOR THE FORUM

Building understanding among stakeholders about assessment is a critical goal of AAHE's Assessment Forum for 1997. In addition to convening meetings around specialized topics and consulting with members about assessment, the Forum plans two major activities to which you are invited to contribute: publication of an assessment resource guide, and the 1997 AAHE Conference on Assessment & Quality (June 11-15, Miami Beach, FL).

A New Roadmap

As part of its information clearinghouse function, the Assessment Forum continuously scans the assessment environment around the country, encountering useful books, journals, newsletters, videos, organizations, conferences, websites, and other resources.

Information about all these assessment materials hasn't been available in a single source. But now AAHE's Assessment Forum is preparing such a sourcebook, due out in June 1997. Tentatively titled *Roadmap to Assessment*, the publication will point to important resources for assessment of student learning inside

and outside the classroom, program review, and accreditation. (See box for how you can contribute to the *Roadmap*.)

The Forum also maintains files of assessment reports, policies, and other documents from departments, schools, colleges/universities, disciplinary associations, professional societies, and states that enable it to respond to requests for information about assessment practices. Your additions to these files are always welcome, and may be cited in the *Roadmap*.

Assessment Conference

During the 1980s and early 1990s, campus constituents deployed an ever-widening range of assessment methods. Practices emerged from a new emphasis on student learning outcomes, program reviews to improve and justify programs, and accreditation requirements. AAHE's annual Assessment & Quality conferences contributed significantly to the spread of those practices across the country.

The emphasis in the late 1990s, however, must shift to a broad reexamination of the *impact* of these practices. In the April 1996 *AAHE Bulletin,* Tom Angelo, my predecessor as director of the Assessment Forum, notes that "we need to recognize that assessment's influence has been limited — not primarily by lack of knowledge or technical skill, but by a lack of shared purpose and political will" (p. 4). We have, then, many assessment methods; we know how to create assessment plans. But our lack of common purpose behind the doing of assessment and of standards for judging its evidence means that all our methods and plans continue to have only limited impact on institutional practice. Yes, we need to examine the impacts of assessment practices on a local level. But we also need to think harder about the goals and standards that will enable deeper and more comprehensive improvements.

According to Angelo, though, a lack of political will hinders our ability to set goals and standards. We are reluctant "to make policy, evaluate learning, and make tough decisions." I believe that this lack of will comes partly from the multiplicity of today's requirements that mandate a confusing array of data collection and reporting. Faculty and administrators, for example, know the duplication of effort that can arise between program review and accreditation, each of which wants hard-to-get information reported in different ways, sometimes with little concern for the data's connection with actual conditions for student learning. When a specialized accrediting body mandates a curricular requirement, couldn't a college's well-documented assessment of the needs of its particular students influence the application of that requirement? How does the specialized accrediting body factor individual campus mission into its requirements? Can assessment help negotiate the needs of professions and of campuses? These are the kinds of questions we need to come to next.

The 1997 AAHE Conference on Assessment & Quality, "Assessing Impact: Evidence and Action," will examine the impact of assessment and quality improvement in multiple and complex contexts. Its central question is:

> *What impact has evidence from assessment and quality improvement had on student learning, faculty and staff learning, institutional planning and operations, or society's views of higher education?*

The aim is for participants to hear from innovative practitioners doing work on important subjects in sensible and creative ways.

Four contexts for that assessment work will receive featured attention in the conference, and **some sessions and presenters** are already in place:

Common goals for student affairs and academic affairs. One conference strand will focus on the impact of student affairs on student learning. The **American College Personnel Association** (ACPA) has recently revised its goals statement, *The Student Learning Imperative: Implications for Student Affairs*, to specify five desired characteristics of a learning-oriented student affairs staff. These now call for expertise on "students, their environments, and teaching and learning processes," expertise derived from knowledge of "promising practices from the research on student learning and institution-specific assessment data."

Student affairs professionals are developing their requisite expertise on many fronts. In spring 1996, **Marcia Baxter Magolda** (Miami University) created a special-topics course focused on translating teaching and learning research to student affairs practice. In November, **John Schuh** (Wichita State) and **Lee Upcraft** (Penn State) offered through the **National Association of Student Personnel Administrators** (NASPA) an assessment workshop for student affairs professionals, which was quickly oversubscribed.

NASPA and ACPA have joined with AAHE to ensure that goal setting, knowledge building, and assessment practices will not be developed separately and redundantly by faculty and student affairs staff. AAHE's 1997 Conference will feature a workshop and session strand on faculty and student affairs collaboration to assess student learning inside and outside the classroom.

Impact of powerful pedagogies. Powerful pedagogies also often depend on learning that takes place inside and outside the classroom. Two such pedagogies are learning communities and service-learning. AAHE's 1997 Conference will feature reports on their impacts on students and on the communities served.

Learning communities are powerful models for encouraging student learning. Yet, setting up and running them takes money, time, and effort. Goals and criteria for judging their outcomes should drive the assessment of their impacts on student learning. One school (**Temple University**)

BEST COPY AVAILABLE

reporting at the conference will describe gains in desired outcomes by its Laptop Learning Community (LLC), an experimental group of commuter students who used university-supplied laptops in their classes.

Our intent at the 1997 Conference is for campuses to describe features of successful learning communities, how they've assessed impact, and the ways in which assessment knowledge has modified practice to make learning communities more effective.

A second powerful pedagogy is service-learning, in which students learn subject matter as they serve others at a site on or off campus. As this pedagogy expands, more and more faculty are assessing its impact on student learning and on the community served. During 1993-1995, the **University of Utah** had students evaluate their service-learning experience in twenty-one classes. The 506 student responses to the survey yielded useful information, prompting at least one professor to change his practice.

At the 1997 Conference, main questions will be: How have assessment data influenced service-learning practices? How can information about the outcomes of service-learning be used in program review and accreditation?

Importance of technology. The 1997 Conference will examine *evidence about effects* of technology. Are the expense and reorientation required to integrate computers and multimedia into instruction warranted by their positive effects on learning?

Portland State faculty members **Nancy Perrin** and **John Rueter** will help answer that question by reporting their investigation of the effects of educational technology on student outcomes in classes of 100 students or more. Specifically designed classroom assessments for cognitive-outcome objectives and faculty-developed case studies are aimed at locating characteristics of successful implementation of technology.

As more and more campuses establish student learning outcomes for undergraduate degrees, will a common standard of technological expertise become a possibility?

Connection of assessment and accreditation. Both regional and specialized accrediting bodies require assessment results in self-study reports. Although some accrediting bodies provide more help than others to faculty attempting to do the requisite assessment, more and more workshops and publications are available. For example, the **Association of University Programs in Health Administration** has published *Assessment in a Quality Improvement Framework: A Sourcebook for Health Administration Education*, an excellent introduction to assessment and its relationship to quality improvement.

As authors **Sherril Gelmon** and **Janet Reagan** explain, "Program self-assessment for continuous improvement and to meet external regulatory requirements is vested in two conflicting forces: One is to provide assurance of quality to be accountable to various publics, while the second is to foster improvement." These "conflicting forces" often make assessment problematic, as faculty try to use assessment for immediate teaching or program purposes, while institutions push assessment forms that document overall effectiveness.

One way that AAHE's 1997 Conference on Assessment & Quality will revisit these "conflicting forces" is to ask accrediting bodies to examine the ways in which data that shows improvement is data that is pertinent to accreditation. The acting executive director of the new **Council on Higher Education Accreditation** (CHEA), **Larry Braskamp,** will conduct a workshop on new definitions of accreditation, which he sees as crucial to a resolution. Representatives of regional and specialized accrediting groups will report on their efforts to link assessment and accreditation in positive ways.

Can assessment provide data, perhaps the same data, that satisfies our publics *and* improves learning outcomes? That question will underlie one strand of the conference.

For conference info. Further information about the *June 11-15* AAHE Conference on Assessment & Quality (Miami Beach, FL) is available on AAHE's website at www.aahe.org or by contacting project assistant Liz Reitz at 202/293-6440 x21, ereitz@aahe.org.

WHAT DO YOU THINK?

Perhaps you are attracted to AAHE for the reason I am: This professional association addresses concerns that are central to my role as a faculty member and administrator in an institution committed to students. If you share that affiliation, please help us at AAHE know what issues are most important to you by contacting me (x29) or research associate Caitlin Anderson (x28). Your ideas are important to our planning for 1997 and beyond. ■

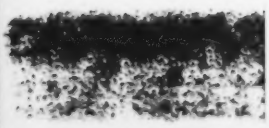
Contribute to a New Assessment Resource

To prepare the *Roadmap to Assessment* described in this article, its editors request your help in identifying useful resource materials, including books, journals, bibliographies, newsletters, reports, videos and audiocassettes, organizations, conferences, and electronic resources such as listservs and websites.

Please be as specific as possible in describing items (name, type, site, audience, purposes). Send your suggestions to:

Caitlin Anderson, Research Associate, AAHE Assessment Forum; fax 202/293-0073; calandar@aahe.org

Lion Gardner, Professor, Department of Biological Sciences, Rutgers University, Newark, NJ 07102-1811; fax 201/648-5518; gardiner@andromeda.rutgers.edu



AAHE Bulletin

January 1997 Volume 49 Number 5

NATIONAL CONFERENCE ON HIGHER EDUCATION

Learning, Technology, and The Way We Work

WASHINGTON, DC • MARCH 15-19, 1997

- 150+ SESSIONS, MEETINGS, WORKSHOPS
- 50 TECHNOLOGY TUTORIALS
- REGISTRATION FORM

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

1997 National Conference on Higher Education
"Learning, Technology, and the Way We Work"

3 **On "Learning, Technology, and the Way We Work"**
The chair of AAHE's Board of Directors talks to this year's theme.
by Barbara Leigh Smith

4 **Preliminary Program**
A day-by-day listing of sessions scheduled as of press time.

15 **Workshops**
Two dozen intensive and practical learning experiences.

20 **Ticketed Events**
Networking, social, and other occasions requiring tickets and additional fees.

22 **Airfare/Hotel & Registration Info**

23 **Conference Registration Form**

24 **Schedule Highlights**

Take Note

4 **New Conference Activities and New Sunday Schedule**

10 **Special Sessions: "AAHE and Its Programs" and "New Pathways: Findings and Commentary"**

13 **Forum on Exemplary Teaching**

15 **Videoconference: "Learning, Technology & Students of Color: Mastering Access & Opportunities"**

21 **Exhibit Program**

AAHE BULLETIN
January 1997/Volume 49/Number 5

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Russell Edgerton. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Conference artwork by Hasten Design Studio. Production by CLN Associates. Printing by HBP. Cover concept by Dever Designs.

BEST COPY AVAILABLE

On "Learning, Technology, and the Way We Work"

by Barbara Leigh Smith

As a provost, I've spent considerable time this past year dealing with misconceptions about what technology can and cannot do. Hyperbole and gloom abound. Some people hope that technology will miraculously solve the access problem while dramatically lowering the costs of higher education. Others, equating technology with passive forms of distance education and loss of faculty jobs, dismiss the creative opportunities too readily. Many are simply confused about what the "it" is and are left wondering how their institution measures up.

The 1997 National Conference on Higher Education will not be an ordinary technology conference. Instead, we will focus centrally on teaching and learning issues, and feature some of the best thinking about how technology can advance the goals of access, quality, and productivity. We will also ask hard questions: How is technology actually being used to enhance student engagement in the learning process? Which technology investments have the biggest payoffs? How is technology being used to expand the academy's reach to an increasingly diverse student population? Is it changing faculty roles? What is its impact on the sense of community in the academy?

This National Conference will try to move beyond descriptions of how technology works to explore what it does. This necessarily entails situating the discussion of technology squarely in an institutional context, with significant focus on the teaching and learning process. I think AAHE is ideally suited to take on this task.

I joined AAHE when I first became an academic dean at Evergreen in 1978. Over the years, I've found the association to be one of the most effective organizations in higher education. I particularly value the sense of community, the diversity of its membership, and AAHE's farsightedness in framing issues in higher education. As a teaching-centered administrator, I've found AAHE to be a wonderful arena for meaningful conversations that bring all of us together. I hope to see many of you in Washington, DC, March 15-19, 1997.

Barbara Leigh Smith is provost of The Evergreen State College, and 1996-97 chair of the AAHE Board of Directors.

BEST COPY AVAILABLE

Preliminary Program

Announcing
New Conference Activities
And New Sunday Schedule!

The 1997 National Conference gives you new opportunities to:

- attend a wide variety of workshops and an expanded Exhibit Program,
- become involved in the work of AAHE's special programs, networks, and communities,
- study this year's conference theme in depth, including experiencing technology through hands-on tutorials,
- receive updates on current hot issues in higher education.

To achieve all this, AAHE is introducing a new conference schedule that takes advantage of the full weekend. Workshops and special forums begin Saturday. The conference opens Sunday morning with a new program on AAHE's current work. Regular program sessions begin Sunday afternoon. The Keynote Address takes place at 6:30 Sunday evening.

Directly following the Keynote will be a Gala Reception . . . a festive opportunity to make connections with new colleagues and catch up with old friends. Enjoy refreshments and an hor d'oeuvres buffet on this opening evening of the conference.

SATURDAY MARCH 15
PRECONFERENCE ACTIVITIES

9:30 am - 5:30 pm

Workshop
W-01
Fee required. See pages 15–19 for details.

9:30 am - 3:00 pm

Ticketed Event
Campus Senate Leadership Retreat: "Governing Well in a Technological Setting"
Fee $75. See page 20 for more.

9:30 am - 1:30 pm

Workshops
W-04, W-05, W-06, W-07, W-27
Fee required. See pages 15–19 for details

10:00 am - 5:00 pm

Workshops
W-02, W-03
Fee required. See pages 15–19 for details.

1:30 - 6:00 pm

Ticketed Event
Black History Tour of Washington and Cultural Shopping Junket
Fee $25. See page 20 for more.

1:30 - 5:30 pm

Workshops
W-08, W-09, W-10, W-11, W-12, W-13, W-14, W-15, W-16
Fee required. See pages 15–19 for details.

2:00 - 5:00 pm

Special Event
Forum on Exemplary Teaching
By invitation only.

2:00 - 4:30 pm

AAHE Research Forum Preconference Planning Session
By invitation only.

9:00 - 10:30 pm

Special Session: "Bedtime Chat"
Staying Connected With Your Family and Friends While You Travel
Sponsored by the AAHE Women's Caucus.

9:30 pm - 12:00 midnight

Ticketed Event
A Caucus Dance Explosion!
Fee $10. See page 20 for more.

SUNDAY MARCH 16

9:00 am - 1:30 pm

Ticketed Event
AAHE Hispanic Caucus Forum and Luncheon
Fee $25. See page 20 for more.

9:00 - 9:45 am

Special Session
AAHE and Its Programs
See page 10 for more.

10:00 am - 1:00 pm

Workshops
W-17, W-18, W-19, W-20, W-21, W-22, W-23, W-24, W-25, W-26
Fee required. See pages 15–19 for details.

10:00 am - 12:00 noon

Breakout Discussions With AAHE Program Directors

1:00 - 2:00 pm

Business Meeting
AAHE Hispanic Caucus

AAHE Black Caucus Award Ceremony

Welcome and Orientation for Graduate Students
Leader: **Sharon A. McDade,** assistant professor of higher education, Teachers College, Columbia University.

Special Session: "Let's Talk"
Overcoming Obstacles to Success
Sponsored by the AAHE Women's Caucus.

BEST COPY AVAILABLE

CONCURRENT SESSIONS

Internet Tools for Distance Learning
Presenter: **Toby Richards,** marketing manager, Higher Education Group, Microsoft Corporation.

A Teaching, Learning, and Technology Vision Worth Working Toward
Presenter: **Steven W. Gilbert,** director, Technology Projects, AAHE.

Ensuring the Information Competence of College Graduates
Presenters: **Lorie Roth,** director, Academic Services, California State University; **Paul Adalian,** head, Reference Department, California Polytechnic State University-San Luis Obispo; and **Renee Curry,** professor of English, California State University-San Marcos.

Maintaining the Vitality and Productivity of Faculty in Their 50s and Beyond
Presenters: **Carole J. Bland,** professor, Department of Family Practice, University of Minnesota; and **William Bergquist,** independent consultant.

Across the Great Divide: State Legislatures, Higher Education, and Technology
Presenters: **Christine Maitland,** higher education coordinator, National Education Association; and **Sandra S. Ruppert,** policy analyst, Educational Systems Research.

Black Theater, Technology, and Student Development
Sponsored by the AAHE Black Caucus.
Presenters: **Lois Smith Owens,** educational opportunity director, SUNY-Cobleskill; and **Suzanne Price,** executive assistant to the vice chancellor, SUNY Central Systems Administration.

TEACHING, LEARNING & TECHNOLOGY TUTORIALS

A special feature of this year's conference, the Teaching, Learning & Technology Tutorials will showcase examples of good practice in the educational uses of information technology via short presentations and/or demonstrations. These special tutorials will be featured in the Exhibit Hall and will repeat several times throughout the two-hour time band.

Using Computer-Mediated Learning to Foster Collaborative Learning
Presenters: **Karen Aldred Card,** assistant professor of adult and higher education, and **Laura Horton,** graduate assistant and instructor, adult and higher education, University of South Dakota.

Developing "Nicheware" With Student Teaching and Learning Technology Assistance
Presenter: **Tom Carey,** director, Learning Technology Support, University of Waterloo (Canada).

Using Simulation for Conceptual Development
Presenters: **D. Joseph Clark,** CEO and chairman, and **Dennis Liu,** director of research and business development, Videodiscovery, Inc.

Lotus Notes, The Classroom Collaboration Tool
Presenter: **Todd Edwards,** academic computer specialist, Wake Forest University.

New Tools for Teachers & New Publishing Models
Presenter: **Steven L. Epstein,** vice president for NewsLink services, Simon & Schuster Higher Education Group.

Gifford

Ptaszynski

Integrating Electronic Media and Critical Thinking to Teaching a Course on Mediated Communication
Sponsored by the AAHE Hispanic Caucus.
Presenter: **Nitza Hernandez-Lopez,** associate professor of communications, Universidad Sagrado Corazón, Puerto Rico.

Enhancing Out-of-Class Learning With Web-Based Courses
Presenter: **Dennis Holt,** associate provost, Southeast Missouri State University.

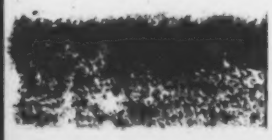
Enhancing Language Learning Through Technology: Practical Solutions
Presenter: **Lathrop P. Johnson,** professor of German, Ball State University.

The Right Answer to the Question of Student Retention in Developmental Education
Presenter: **Bob Khouri,** instructional video specialist, Wisconsin Technical College System Foundation.

To Simulate or Not to Simulate? That Is the Question
Presenter: **Michael A. Kolitsky,** associate vice president, Instructional Technology, University of Texas at El Paso.

Developing Multimedia Tutorials With Lotus Screencam 2.0: Fast, Easy, and Inexpensive
Presenter: **Jiang (Jo Ann) Lan,** assistant professor for educational technology and director, Office of Academic Computing and Technology, University of Alabama at Birmingham.

The Stanford Channel: Connecting With a Larger Community
Presenters: **Jane Marcus,** manager, School and Departmental Support-ITSS, and **Jan Thomson,** director, Communications Services-ITSS, Stanford University.



Computer-Based Testing: Toward a New Theory of Assessment
Presenters: **Craig N. Mills,** executive director, Assessment and Technology Transitions, **Judson Sheridan,** executive director, Graduate Record Examinations, **Paul Ramsey,** vice-president, Teaching and Learning Programs, and **Ruth Ekstrom,** principal research scientist, Educational Testing Service.

Video Conferencing: A Promising Route to Compensate for Limited Racially/Ethnically Diverse Field Experience Sites
Presenter: **Johanna Nel,** associate professor, College of Education, University of Wyoming.

The Teaching and Learning Commons: Web Sites That Work
Presenter: **Joshua Yeidel,** systems professional, Center for Teaching and Learning, Washington State University.

Special Meeting

School-College Partnership Director's Conclave
By invitation only.

CONCURRENT SESSIONS

Enhancing the Human Spirit as Your Campus Embraces Information Technological
Presenters: **Frank W. Connolly,** professor, computing department, and **Sarah Sturtevant,** student, American University; and **Daryl Nardick,** director, The Mosaic Group.

Enhancing Minority Student Access to Higher Education: Pipeline Programs and the Promise of Technology
Sponsored by the AAHE Hispanic Caucus.
Moderator: **Virginia G. Gonzalez,** professor of counseling, Northampton Community College.
Presenters: **Alfredo G. de los Santos, Jr.,** vice chancellor, Educational and Student Development, Maricopa Community Colleges; **Tito Guerrero,** provost and vice president for academic affairs, Texas A & M University-Corpus Christi; **Clara Wu,** professor of chemistry, LaGuardia Community College, CUNY; and **Sonny Barrera,** assistant vice president, Student Affairs, and director, Multicultural Affairs, Southwest Texas State University.

Technology as an Enabler in Business and Process Reengineering
Sponsored by the AAHE Black Caucus.
Presenter: **Jon C. Lofton,** project manager, Business Process Reengineering, University of Arkansas.

Sustaining Innovation: The Work of Implementing and Supporting Learning Communities
Sponsored by the Collaboration in Undergraduate Education (CUE) Network.
Facilitator: **Jean MacGregor,** director, National Learning Communities Dissemination Project, Washington Center, The Evergreen State College.
Presenters: **Jodi H. Levine,** director of learning communities, Temple University; **Steve Hanson,** dean of liberal arts, Edmonds Community College; and **Ted Tarkow,** associate dean, College of Arts and Sciences, University of Missouri-Columbia.

Teaching and Learning Through Synchronous Communication Technologies
Presenters: **Jane Nelson,** director, Writing Center, and **Audrey Kleinsasser,** associate professor, College of Education, University of Wyoming.

Teaching Today With Tomorrow's Technology
Presenter: **James Garner Ptaszynski,** strategic relations manager, Higher Education Group, Microsoft Corporation.

How Three State Systems Approach Faculty Development in Technology
Moderator: **Lorie Roth,** director of academic services, California State University-Long Beach.
Presenters: **Patricia Hart,** director, Instructional Technology Initiatives, California State University; **Kris Biesinger,** assistant vice chancellor for instructional technology, Board of Regents, University System of Georgia; and **Hal Schlais,** faculty liaison, Office of Learning and Information Technology, University of Wisconsin System.

The TIMSS Report: Implications for Higher Education and Teacher Training
Presenters: **Carol Stoel,** director, Projects Linking Higher Education and Schools, AAHE; **Daniel Goroff,** division director, postsecondary education, National Research Council; and others to be announced.

Administrative Position Roundtables

Pedagogy, Core Curriculum, and Role Development: Components of General Education at Whitewater
Sponsored by the AAHE Student Caucus.
Presenter: **Lisa Geason,** senior sociology major, University of Wisconsin-Whitewater.

Special Session: "Let's Talk"

Preparing Your Resume and Assessing Your Experience
Sponsored by the AAHE Women's Caucus.

Laurillard

Duguid

Balestri

Hallowell

Graduate Student Seminar and Newcomer Reception
Sponsored by the AAHE Black Caucus.
The winner of the AAHE Black Caucus's Doctoral Student Conference Grant for the 1997 National Conference is **Fred A. Bonner II,** doctoral candidate, University of Arkansas. Discussion will involve Mr. Bonner's study of the success of African-American males in both traditionally white and historically black colleges and universities.

OPENING KEYNOTE

George Gilder is senior fellow at the Discovery Institute, a think tank on issues of public policy and business growth, and the founder of *Forbes ASAP* magazine. He is author of *Life After Television* and the forthcoming *Telecosm,* a far-reaching look at opportunities on the information superhighway.

GALA KEYNOTE RECEPTION AND DANCE

Special Session: "Bedtime Chat"
Packing Your Professional Suitcase
Sponsored by the AAHE Women's Caucus.

MONDAY MARCH 17

Aerobics Class

Welcome Breakfast for Conference Newcomers

SECOND PLENARY

Why Universities Need Technology Strategies
Presenter: **Sir John Daniel** is vice chancellor of Great Britain's Open University, one of the early institutional pioneers of distance learning and now, with 150,000 students, that country's largest university. In 1994, Daniel was knighted for services to higher education.

CONCURRENT SESSIONS

Restructuring the University for Technological Change
Presenter: **Anthony Bates,** director, Distance Education and Technology, University of British Columbia (Canada).

The Adult Workforce and Lifelong Learning
Presenter: **Anthony Carnevale,** vice president for public leadership, Educational Testing Service.

On Technology and Connectedness
Presenter: **Edward (Ned) Hallowell,** practicing psychiatrist and instructor, Harvard Medical School.

The Western Governors' Virtual University: Myths and Realities
Presenter: **Sally Johnstone,** director, Western Interstate Commission for Higher Education.

Gilder

Daniel

Special Session
New Pathways: Findings and Commentary
Presenters: **Richard Chait,** professor, Harvard Graduate School of Education; **Judith Gappa,** vice president for human relations and professor of educational administration, Purdue University; **R. Eugene Rice,** director, Forum on Faculty Roles & Rewards, AAHE; and **Richard Lyman,** president emeritus, Stanford University.
See page 10 for more.

FEATURED SESSIONS

Using Technology for Deep Learning
Presenters: **Diana Laurillard,** pro-vice-chancellor for technology development, Open University (Great Britain); and **Paul Duguid,** research specialist, Social and Cultural Studies in Education, University of California-Berkeley.

Beyond Enhancement: Using Technology to Raise Quality and Reduce Costs
Presenters: **Carol A. Twigg,** vice president, Educom; and **Jack Wilson,** professor of physics and dean of undergraduate and continuing education, Rensselaer Polytechnic Institute.

Business Meetings
AAHE American Indian/ Alaska Native Caucus
AAHE Asian and Pacific Caucus
AAHE Student Caucus

Brownbag Discussion
Nontraditional Students Roundtable
Moderator: **Tai Arnold,** lecturer in education and doctoral candidate, American University.

Special Session: "Let's Talk"
Lesbianism in the Academy
Sponsored by the AAHE Women's Caucus.

BEST COPY AVAILABLE

Special Videoconference

Learning, Technology & Students of Color: Mastering Access and Opportunities

Produced by Black Issues in Higher Education, *in cooperation with the AAHE American Indian/Alaska Native, Asian and Pacific, Black, and Hispanic Caucuses.*

See page 15 for more.

CONCURRENT SESSIONS

Making Technology Work for You, Not the Other Way Around

Presenters: **Warren Aubogast,** senior manager, Strategic Planning, and **Jonathan Kendall,** founding partner, INTEGREX Systems Corporation.

A Seminar in Honor of K. Patricia Cross: Cultures of Success: Community Colleges, Four-Year Colleges, and the Transfer of Liberal Learning

Sponsored by the AAHE Community College Network.
Moderator: **Gail O. Mellow,** senior administrator for curriculum and pedagogy, LaGuardia Community College, CUNY, and chair, AAHE Community College Network.
Presenters: **K. Patricia Cross,** David Pierpont Gardner Professor of Higher Education, University of California-Berkeley; **Howard London,** professor of sociology, Bridgewater State College; and **Kate Shaw,** project director, Ford Foundation "Cultures of Success" Project.

de los Santos

Ehrmann

Turning Faculty Skepticism Into Faculty-Owned Assessment: Answering the Questions

Moderator: **Martin Finkelstein,** director, New Jersey Institute for Collegiate Teaching and Learning, Seton Hall University.
Presenters: **Heather Wilt,** research associate, New Jersey Institute for Collegiate Teaching and Learning, **Lucinda San Giovanni,** professor of sociology, **Mary Boutilier,** professor of political science, **Nicholas Snow,** assistant professor of chemistry, and **Robert Weitz,** assistant professor, School of Business, Seton Hall University

Tools for Internet and Intranet Learning

Presenter: **Markee Foster,** technical marketing manager, Higher Education Group, Microsoft Corporation.

Planning, Implementing, and Evaluating the Delivery of Information Resources and Services to Off-Campus Programs

Sponsored by the AAHE Information Literacy Action Community.
Moderator/Presenter: **Patricia Breivik,** dean of libraries, Wayne State University.
Presenter: **Thomas Abbott,** dean of learning resources, University of Maine, Augusta.

Multiple Approaches for Utilizing Longitudinal Assessments of Students' Expectations About and Experiences With Diversity

Sponsored by the AAHE Black Caucus.
Presenters: **John Matlock,** assistant vice provost and director, Office of Academic Multicultural Initiatives, **Margaret Scisney-Matlock,** assistant professor and associate coordinator for academic issues on diversity for Division 1, School of Nursing, and **Katrina C. Wade,** research assistant, University of Michigan.

Voices From Graduate Students Aspiring to Join the Professoriate: Themes Emerging From a National Study on the Development of Graduate Students as Teaching Scholars

Moderator/Presenter: **Jody D. Nyquist,** assistant dean and director, Center for Instructional Development and Research, University of Washington.
Presenters: **Ann E. Austin,** associate professor and program coordinator, Higher Adult and Lifelong Learning Education Program, and **Patricia Fraser,** research assistant, Michigan State University; **Jo Sprague,** professor and acting associate dean, and **Claire Calcagno,** research assistant, San Jose State University; **Donald H. Wulff,** associate director, Center for Instructional Development and Research, and **Bettina Woodford,** research assistant, University of Washington.

Casting a Wide Net: The Yields of Diversity at the Urban Commuter College

Presenters: **John A. Thorpe,** provost, **Judith Summerfield,** professor of English, **Martin Braun,** professor of mathematics, and **Sue L. Goldhaber,** lecturer, College of English as a Second Language, Queens College, CUNY.

Braskamp

Twigg

Roy

Palmer-Noone

AAHE RESEARCH FORUM

Learning, Teaching, and Technology: Framing a Research Agenda for the Way We Work
Panelists: **Edward Hallowell,** psychiatrist and instructor, Harvard Medical School; and **Diana Laurillard,** pro-vice-chancellor for technology development, Open University (Great Britain). *Session Organizers:* **Arthur W. Chickering,** visiting distinguished professor, Vermont College of Norwich University; **Catherine Marienau,** associate professor, School for New Learning, DePaul University; **Marcia Mentkowski,** professor of psychology and director, research and evaluation, and **Judith Reisetter Hart,** senior research analyst, Office of Research and Evaluation, Alverno College; and **Sharon Rubin,** vice president for academic affairs, Ramapo College of New Jersey.

TEACHING, LEARNING & TECHNOLOGY TUTORIALS

A special feature of this year's conference, the Teaching, Learning & Technology Tutorials will showcase examples of good practice in the educational uses of information technology via short presentations and/or demonstrations. These special tutorials will be featured in the Exhibit Hall and will repeat several times throughout the two-hour time band.

World-Wide Courseware Delivery: A New Approach to Interactivity on the Internet
Presenters: **Darrell L. Bailey,** director, Indiana University School of Music, Indiana University Purdue University Indianapolis; **Doug Short,** fellow, Institute for Academic Technology, University of North Carolina; and **Cynthia M. King,** chairperson, Education Foundations and Research, Gallaudet University.

Using Videoconferencing and Multimedia for Teaching and Learning: A Case Study From Kent State University
Presenter: **Rosemary Du Mont,** director of distributed learning, Kent State University.

Collaborative Learning: Lotus Notes and the Wake Forest Template
Presenters: **Glen Piper,** academic computing specialist, and **David G. Brown,** provost, Wake Forest University.

The Reality of "Virtual" Kindergarten Through Ph.D. Learning Environments
Presenters: **Edward A. Friedman,** director, and **Joshua Baron,** Center for Improved Engineering and Science Education, Stevens Institute of Technology.

Development of A.D.A.M.-Based Tutorials for Enhancement of Anatomy 201 Laboratory Instruction
Presenter: **Larry Ganion,** professor, Department of Physiology and Health Science, Ball State University.

Virginia Tech's Faculty Development Institute
Presenters: **J. Thomas Head,** director, Media Services, and **John F. Moore,** director, Educational Technologies, Virginia Polytechnic Institute and State University.

A Demonstration of Group Conferencing as Used in a Large MBA Management Skills Class
Presenter: **Catherine Middleton,** Ph.D. candidate, Schulich School of Business, York University, Ontario (Canada).

Technology, Faculty Mentors, and Research Development
Presenter: **Ann Mihkelson,** academic staff development coordinator, Centre for University Learning and Teaching, University of Tasmania (Australia).

The Use of Technology as a Teaching Tool in an Upper-Level Chemistry Laboratory
Presenter: **Maria Pacheco,** associate professor of chemistry, Buffalo State College.

Universities Connecting With K-12 Schools: Hosting a K-12 Technology Conference
Presenters: **Constance R. Schmidt,** director, Instructional Technology Support Center, and **Sylvia B. Brace,** manager, Office of Information Technology, Middle Tennessee State University.

Multimedia in the Language Classroom — Teaching Language and Literature With the Computer
Presenter: **Susan F. Spillman,** associate professor of French, Xavier University of Louisiana.

Thinking as Alfred Sturtevant Thought: A Java Simulation of Genetic Linkage Analysis
Presenter: **Todd Stanislav,** assistant professor, Department of Biology, Xavier University of Louisiana.

Designing Supplemental Courseware: Local Experiences With Commercial Authoring Packages and Courseware Development
Presenters: **Diane Thompson,** assistant professor, Developmental Education, **Helen Barrett,** assistant professor, School of Education, and **Tol Fishburn,** associate professor of automotive and diesel technology, University of Alaska-Anchorage.

Once Upon a Cybertime
Presenters: **Shelley B. Wepner,** assistant to the dean, School of Education, and **George I. Martin,** assistant professor, Curriculum and Instruction, William Paterson College.

Teaching Students How to Create Multimedia Research Presentations
Presenters: **Joan Wines,** associate professor of English, and **Julius Bianchi,** director, User Support Services, Office of Information Systems and Services, California Lutheran University.

Visions of Vietnam: An Interdisciplinary Multimedia Model
Presenters: **Stephanie Yearwood,** professor of English, **Paula Allison Nichols,** director, Spindletop Center for Professional Development and Technology, and **Des Rice,** professor of education, Lamar University.

Special Session

AAHE and Its Programs

The National Conference is also a place where all of AAHE's own work comes together. At a Sunday morning session, AAHE's program directors will make brief presentations aimed at helping you gain an overview of AAHE's work on: peer review of teaching, assessment, continuous quality improvement, faculty roles and rewards, service-learning, the transition from school to college, and technology. This special session will be particularly useful if you are responsible for figuring out how to connect your campus needs with AAHE's resources, including its publications and special-purpose conferences.

The session will be followed by a series of breakout sessions with the AAHE program directors.

Special Session

New Pathways: Findings and Commentary

For two years, a project team consisting of Richard Chait (Harvard), Judith Gappa (Purdue), and R. Eugene Rice (AAHE), aided by an advisory panel chaired by Richard Lyman (Stanford), has been investigating faculty career paths and employment practices that are appropriate for the 21st-century professoriate and the current debate over tenure. At this special session, the project team will make available a summary statement of principal findings and conclusions, and advisory panel members will comment on their implications for higher education.

CONCURRENT SESSIONS

Using Multimedia to Improve Student Learning
Presenters: **Elizabeth A. Barron,** director, Center for the Advancement of Teaching, **Susan F. Spillman,** associate professor of French, and **Todd Stanislav,** assistant professor, Biology Department, Xavier University of Louisiana.

"Emergency Information" Regarding Legal Challenges to Equal Educational Opportunity
Sponsored by the AAHE Black Caucus.
Presenter: **M. Christopher Brown II,** AERA/Spencer fellow, Pennsylvania State University.

Faculty Development, Not Software Training
Presenters: **Carol Holder,** director, Faculty Center for Professional Development, **Lev Gonick,** dean, Instructional Technology and Academic Computing, and **Gwen Urey,** co-coordinator, Computing Support Lab of Faculty Center, California State Polytechnic University-Pomona.

Faculty Development for Educational Technology: Two Library-Based Case Studies
Presenters: **Terry Hubbard** and **Lee Lyttle,** faculty librarians, The Evergreen State College; and **Andrea Bartelstein,** UWired librarian, University of Washington.

Learning Communities Online: Linking Learning Communities and Technology
Moderator/Presenter: **Jodi H. Levine,** director of learning communities, Temple University. *Presenters:* **Michael A. Toth,** freshman inquiry faculty coordinator, Portland State University; and **Scott Evenbeck,** director, Undergraduate Education Center, Indiana University Purdue University Indianapolis.

Integrating and Adopting Three Web-Based Learning Environments
Moderator: **Edgar W. Mills,** coordinator, Faculty Resource Lab, University of Connecticut. *Presenters:* **Andrew DePalma,** coordinator, The Virtual Classroom, **Michael Lynch,** graduate assistant, Communications Research Lab, **Dipa Roy,** unit head, Reserve Services, Babbidge Library, and **Thomas Terry,** cochair, Teaching With Technology SIG, and professor of biology, University of Connecticut.

A Distributed Learning Project Involving Information Technology, the Parable of the '87 Chevy, and an Ideal Vision
Presenter: **Kenneth Modesitt,** chair and professor, Computer and Information Science Department, University of Michigan-Dearborn.

Planning for a New University in Southeast Asia: Issues, Questions, and Opportunities
Sponsored by the AAHE Asian and Pacific Caucus.
Moderator/Presenter: **Josephine Shangkuan Ong,** executive director, Arizona Alliance for Math, Science, and Technology. *Presenters:* **Louis Albert,** interim president, AAHE; and **Ed Whalen,** vice president, National Association of College and University Business Officers.

Learning, Teaching, Technology, and the Way Latinos Work
Sponsored by the AAHE Hispanic Caucus.
Presenters: **Yvonne E.G. Rodriguez,** associate professor, and **Barbara R. Sjostrom,** associate professor, Rowan College of New Jersey; **Edna Acosta Belen,** distinguished professor, SUNY University at Albany; **Margarita Benitez,** professor, University of Puerto Rico; and **Evelyn Asensio Lee,** assistant professor and former associate dean of graduate education, and **Owen Lee,** director, Center of Instructional Development and Effectiveness, Embry Riddle Aeronautical University.

62

BEST COPY AVAILABLE

The Effects of Technology on Undergraduate Learning: The Changing Nature of the Undergraduate Experience
Sponsored by the AAHE Student Caucus.
Presenters: **Bruce Beal,** senior sociology major, and **John Travison,** senior secondary education major, Indiana University Purdue University Indianapolis.

"So What Is Class Time for, Anyway?": Helping Faculty Pose Basic Questions as They Use Technology
Presenters: **Barbara E. Walvoord,** director, Kaneb Center for Teaching and Learning, and professor of English, **Kern Trembath,** associate professional specialist, Department of Theology, and **Elaine Desbosiers,** director of educational media, Office of Educational Technologies, University of Notre Dame.

Special Event
Meet-the-Presenters and Reception
Sponsored by the AAHE Community College Network.

[redacted]

TOMÁS RIVERA LECTURE

Albert Kauffman is the senior litigation attorney for the Mexican American Legal Defense and Educational Fund (MALDEF) in San Antonio. He was lead counsel in *Edgewood v. Kirby,* the successful challenge to the Texas School Finance System, and in the higher education discrimination case *LULAC v. Richards.* He also has been a leader in efforts to improve testing practices and ameliorate their negative effects on minority communities.

[redacted]

Tomás Rivera Reception
Sponsored by the AAHE Hispanic Caucus.

[redacted]

Ticketed Event
AAHE Women's Caucus Dinner
Fee $30/$40. See page 21 for more.

[redacted]

AAHE Asian and Pacific Caucus 10th Anniversary Reception and Concert
Sponsored by the AAHE Asian and Pacific Caucus.
Featuring **Josephine Shangkuan Ong,** caucus chair-elect, on piano.

[redacted]

Special Session: "Bedtime Chat"
What's On Your Mind?
Sponsored by the AAHE Women's Caucus.

TUESDAY MARCH 18

[redacted]

Aerobics Class

[redacted]

Business Meeting
AAHE Community College Network

[redacted]

Ticketed Event
6th Celebration of Diversity Breakfast
Jointly sponsored by the AAHE Caucuses.
Fee $10. See page 21 for more.

[redacted]

CONCURRENT SESSIONS

Preparing Tomorrow's Professoriate: New Technologies, New Partnerships
Presenters: **Diane Balestri,** associate director, Instructional and Media Services, CIT, **David Redman,** associate dean for academic affairs, Graduate School, and **Wendy Chun,** graduate student, Department of English, Princeton University.

Accreditation of Distance Learning: Is It Possible?
Presenters: **Larry Braskamp,** executive director, Council for Higher Education Accreditation; **George Pruitt,** president, Thomas Edison State College; **Anthony Bates** *(invited),* director, Distance Education and Technology, University of British Columbia (Canada); and **Jack Allen,** associate director, Southern Association of Colleges and Schools.

How to Strategically Locate Your Quality Improvement Efforts/Office
Presenters: **Steve Brigham,** director, Quality Initiatives, AAHE; and others to be announced.

Reciprocal Technology Transfer: A New Approach to Building University/Corporate Partnerships
Presenters: **G. Phillip Cartwright,** contributing editor and technology columnist, *Change* magazine, and **Lyle Barton,** director of contract learning services, Kent State University.

What You Don't Know Can . . . Research, Evaluation, and Technology
Presenter: **Steve Ehrmann,** director, The Flashlight Project, AAHE.

Kauffman

Johnstone

Van Houweling

Flynn

Faculty as Learners: Technology and the Quality of Academic Work and Life
Presenters: **Jeanine L. Elliott,** director, Washington Center for Improving the Quality of Undergraduate Education, and **Porsche Everson,** manager, Scientific Computing-Lab I, The Evergreen State College; **Rochelle de la Cruz,** faculty, Basic Studies/ESL, Seattle Central Community College; and **Gary Brown,** associate director for instruction, Center for Teaching and Learning, Washington State University.

Adapting Academic Life to Technology's New Uncertainty Principle
Presenter: **Ed Friedman,** director, Center for Improved Engineering and Science Education, Stevens Institute of Technology.

The University of Phoenix Story: What's the Message?
Presenters: **Laura Palmer-Noone,** vice president for academic affairs, and **Kurt Slobodzian,** director of learning resources, University of Phoenix.

FEATURED SESSIONS

The Real Benefit: Technology as Powerful Pedagogy
Presenter: **Bernard Gifford,** founder and president, Academic Systems Corporation.

Off the Campus and Out of the Box: Higher Education's New Opportunity
Presenter: **Doug Van Houweling,** dean for academic outreach, University of Michigan

Equity, Access, and the Telecommunications Revolution
Presenter: **Reed Hundt** *(invited),* chairman, Federal Communications Commission.

CONCURRENT SESSIONS

Quality Through Access/ Access With Quality: Integration Through Technology
Presenters: **William Bergquist,** independent consultant; **Diana Sharpe,** vice president, In Sight Process International; and **Jane Jervis,** president, The Evergreen State College.

Performance Funding Indicators for Baccalaureate Institutions: A Comparative Eight-State Study
Presenter: **Joseph C. Burke,** director and senior fellow, The Nelson A. Rockefeller Institute of Government.

Preparing Universities for the Information Age: Integrating Top-Down and Bottom-Up Initiatives in Information Technology at Two Research Universities
Presenters: **W. David Conn,** professor and special assistant to the provost, **Peggy S. Meszaros,** senior vice president and provost, and **F. M. Anne McNabb,** professor of biology, Virginia Tech; **David G. Brown,** provost, and **John P. Anderson,** vice president for administration and funding, Wake Forest University.

Nervous at the Leading Edge of Technology: The Changing Role of Community Colleges
Presenter: **Paul Elsner,** chancellor, Maricopa Community Colleges.

Getting Better All the Time: The Prospects for and Progress of Technology in Higher Education
Presenter: **Kenneth C. Green,** director, Campus Computing Survey, and visiting scholar, Claremont Graduate School.

Student Support in Faculty Development
Moderators / Discussants: **Jason Rosenblum,** instructional computing coordinator, St. Edward's University; and **Robert Harris,** technology coordinator, William Paterson College. *Discussants:* student interns from the St. Edward's University and William Paterson College programs.

The Private Sector, Technology, and Partnerships With Higher Education
Sponsored by the AAHE Hispanic Caucus.
Moderator: **Roberto E. Villarreal,** associate vice president for academic affairs and professor of political science, University of Texas at El Paso.
Panelists: **Jose Nino,** president and CEO, United States Hispanic Chamber of Commerce; **Massey Villarreal,** president, Texas Hispanic Chamber of Commerce; and **Loui Olivas,** assistant vice president for academic affairs and professor of business, Arizona State University.

Business Meeting
AAHE Women's Caucus

CONCURRENT SESSIONS

Infrastructure for Educational Technology: Faculty Development, Research, and Grantsmanship
Sponsored by the AAHE Black Caucus.
Moderator: **Joseph Jones,** dean, Research and Graduate Studies, Texas Southern University.
Presenters: **Brenda Sanders Dede,** director, Faculty Research Development, and interim coordinator of graduate studies, Clarion University of Pennsylvania; **Gwendolyn Mami,** program staff, Office of Sponsored Programs, and **John B. Sapp,** dean, College of Arts and Sciences, Texas Southern University.

Markoe

Edgerton

Changing the Work of Teaching by Developing Faculty Talent: Diffusing Technology in Higher Education Through Faculty-Driven Instructional Innovation
Moderators: **Connie Dillon,** associate professor of adult and higher education and chair-elect, Faculty Senate, and **Steve Bentley,** vice chair, Board of Regents, University of Oklahoma. *Presenters:* **Nancy Mergler,** provost and senior vice president, **Bruce Mason,** associate professor of physics and astronomy, **James Pappas,** vice provost for outreach and distance education, and **Andrew Phelan,** director, School of Art, University of Oklahoma; and **Doug Short,** consultant, Solution Integration Higher Education, IBM North America.

Successfully Chasing a Moving Target? The Institutional Strategy for IT Literacy at the University of Edinburgh
Presenters: **Jeff Haywood,** director of flexible learning, and **Hamish Macleod,** senior lecturer in psychology, The University of Edinburgh (Scotland).

A Provosts' Think Tank Talks About Technology
Moderator: **Deborah Hirsch,** associate director, New England Resource Center for Higher Education. *Presenters:* **Philip Friedman,** vice president for academic affairs and provost, Bentley College; **Bonnie Kind,** vice president for academic affairs, Worcester State College; and **Robin Jacoby,** dean of academic affairs and planning, Lesley College.

Whatever Happened To. . . ? Participation Patterns of Delayed Entrants to Higher Education
Presenters: **Fred Jacobs,** dean and professor of education, and **Keri Bassman,** graduate fellow, Educational Leadership, American University.

Using the Electronic Resume/ Portfolio for Improving Education
Presenter: **Darrell W. Krueger,** president, Winona State Univeresity.

What We Must Know and Do Now to Prepare Faculty and Students for the Information Age: The George Mason University Case
Presenters: **Sondra K. Patrick,** associate director, and **James J. Fletcher,** director, Project on Teaching and Learning, George Mason University.

Dealing With Disruptive Behaviors in the College Classroom
Presenter: **Rosalind Reed,** professor, College of Behavioral and Social Sciences, California State University-Chico.

Increasing Expectations for Student Academic Effort
Presenters: **Karen Maitland Schilling,** professor of psychology, and **Karl L. Schilling,** associate dean, School of Interdisciplinary Studies, Miami University; **Scott Evenbeck,** associate vice chancellor of undergraduate education, Indiana University Purdue University Indianapolis; and **Jacqueline Johnson,** professor and chair, Anthropology and Sociology, Grand Valley State University.

Leadership for Hispanic Education in a Technological World
Sponsored by the AAHE Hispanic Caucus.
Moderator/Discussant: **Enrique Solis,** associate professor of educational management and development and executive director, Hispanic Border Leadership Institute, New Mexico State University. *Discussants:* **Raul Cardenas,** president, Paradise Valley Community College; **Leonard A. Valverde,** dean and professor, College of Education, Arizona State University; and **Jaime Chahin,** associate vice president, Southwest Texas State University.

Invitation-Only Event

Forum on Exemplary Teaching

This year's National Conference will once again include a special Forum on Exemplary Teaching, sponsored by the AAHE Teaching Initiative. The Forum is intended for faculty who are not only accomplished teachers but committed to fostering a culture of teaching and learning on campus—and who are interested in being part of a national network of such teachers. In keeping with the conference theme, Forum participants will explore "The Way We Work" as teachers—with students and with one another—and how new ways of doing our work can enhance our students' learning.

The Forum will begin with an opening session on Saturday afternoon, March 15, with follow-up presentations and roundtable discussions scheduled periodically throughout the subsequent days of the conference.

A $95 fee covers special programming, one dinner, a closing lunch on Monday, March 17, and extensive materials. Forum participants must also register for the National Conference. Invitations to send a delegate to the Forum were mailed to chief academic officers in December 1996. For further information, or to have an invitation sent to a second person on your campus, please contact Pam Bender, program coordinator, AAHE Teaching Initiative, at 202/293-6440 x56 or aaheti@aahe.org.

Learning and Technology
Sponsored by the AAHE Asian and Pacific Caucus.
Presenters: **Naomi Okumura Story,** director, Learning, Instruction and Assessment, Maricopa Community Colleges; and **Randall Packer,** director, Multimedia Studies Program, San Francisco State University.

Reshaping the Role of Teaching Through Collaborative Team Structures
Presenters: **Philip Tompkins,** university librarian and director of university libraries, **Jay Fern,** university library consultant and assistant professor of music, **Darrell L. Bailey,** professor and director, Indiana University School of Music, and **Sharon Hay,** librarian, University Library, Indiana University Purdue University Indianapolis.

FINAL PLENARY

Summing Things Up
Presenter: Farewell remarks from **Russell Edgerton,** president for the last twenty years of the American Association for Higher Education, and now director designate for Education Programs at The Pew Charitable Trusts.

IDEA MARKETPLACE & PROGRAM BRIEFINGS

So How Many Space Aliens Are There in This Class? . . . Cultural and Other Communications Barriers in an On-Line Educational Program and the Effects on Pedagogy
Moderator: **Andrew Abbott,** executive director, Information Technology, Walden University.
Presenters: **Gwen Hillesheim,** M.S. program director, and **Hilda Ruth Glazer,** professional psychology faculty member, Walden University.

K-12 Math and Science Applications Through Corporate Partnership
Presenter: **Sarah Adams,** manager, Arizona Workforce Development, INTEL.

Getting to "Learning, Technology, and the Way We Work": Fostering Technology Adoption in Urban, Commuting Student Populations
Presenters: **Terrell Dixon,** director, Scholars' Community, and **Dan Davis, Jr.,** coordinator, Scholars' Community Computer Lab, University of Houston, University Park.

Improving Educational Effectiveness: Producing Dramatic Gains in Student Learning
Presenter: **Lion F. Gardiner,** associate professor of zoology, Rutgers University.

New Technology for Transfer Students: California's Project ASSIST
Presenters: **Stephen J. Handel,** assistant director, Outreach and Student Affairs, University of California; and **Eric Taggart,** director, Project ASSIST, Project ASSIST Coordination Site.

Visualizing Math and Science: Image Processing Applications in Higher Education
Presenter: **Bob Kolvoord,** director, CISAT Medialab, James Madison University.

Distributed Learning Using the World Wide Web
Presenters: **Lynell Korella,** director, Information Systems, and **Leone Sveinson,** director, Academic Development Centre, Mount Royal College.

Collaboration as a Lever for Change: Innovative Course Awards
Moderator: **Louis B. Fox,** associate vice provost of undergraduate education, University of Washington.
Presenters: **Bernice Laden,** UWired coordinator, **David A. Cox,** consultant, Computing and Communications, and **Sara K. Schneider,** assistant professor of drama, University of Washington.

Living and Working Together in a Campus Technology Center
Presenters: **Ann Lydecker,** provost and vice president for academic affairs, **Mary Fuller,** director, Moakley Center, and **Uma Shama,** professor/CART coordinator, Bridgewater State College.

Can Computer Simulations Be Used to Move Students From Facts and Concepts to Applications and Analysis?
Presenters: **John Rueter,** professor of biology, and **Nancy Perrin,** associate dean, Liberal Arts and Sciences, Portland State University.

From Distance to Distributed Education and Beyond: 26 Years of Evolution at Walden University
Presenters: **Larry Selin,** assistant vice president for planning and institutional research, and **Barbara Knudson,** education chair, Walden University.

Collaborating With Undergraduates: The UWired Initiative for Teaching Technology
Presenters: **Anne Zald,** geography/UWired librarian, **Michaelann Jundt,** director, New Student Programs, **Ken Etzkorn,** director of curriculum planning and special projects, and **Jason Johnson,** FIG student coordinator and peer advisor, University of Washington.

Special Session: "Let's Talk"
Are Men From Mars? Working With Men in the Academy
Sponsored by the AAHE Women's Caucus.

WEDNESDAY MARCH 19

BREAKFAST AND CONFERENCE FEEDBACK SESSION
Presenter: **Louis Albert, interim president, AAHE.**

Workshops

These professional-development workshops are a small but valuable portion of the conference offerings, providing intensive and practical learning experiences. To register, mark your choice(s) on the registration form and add the appropriate amount(s) to your registration fee.

Workshops are offered in the following categories:

- Technology & Information Resources
- Planning/Leadership/ Management
- Supporting Students
- Collaborative/Cooperative Learning
- Service-Learning
- Faculty Development/Evaluation

TECHNOLOGY & INFORMATION RESOURCES

W-1 Technology: A Key to Power for Women in the Academy
Sponsored by the AAHE Women's Caucus.
This interactive full-day workshop will explore: overcoming technological resistance; interpersonal communication, conflict resolution, and campus politics; working with faculty, staff, and administrators to maximize the potential of your work team; beyond word processing (databases, statistics, groupware); and networking (how to make connections that will help you grow professionally). You will learn in small groups, organized by interest and level of expertise. Hands-on activities will cover: Web Publishing; Moos and Muds — Extraordinary Role Playing; Technology's Impact on Traditional Gender Roles. You will leave (1) having been matched with one or more colleagues for cross-institutional networking and mentoring, (2) with case studies on how technology impacts organizations, (3) with a CD-ROM from the Web page, and (4) with new knowledge and skills. This workshop's message is: "Technology is about people connecting with people."

Full-day workshop. Off site at The American University. Fee includes lunch and transportation to/from the workshop. Buses will leave the Hilton promptly at 9:30 am.

Presenters: **Michelle Weil,** president, Byte Back: Technology Consultation Services; **Pat Noordsij,** information manager for the School of Education, University of Wisconsin-Madison; **Linda Armbruster,** author and associate professor, and **Anita Coleman,** reference librarian, **Rancho Santiago** College.
Moderator: **Vivian Blevins,** chancellor, Rancho Santiago College.

NOTE: Please indicate your computer skill level (beginner, intermediate, advanced) on the registration form.
Saturday, March 15 9:30 am - 5:30 pm $90

W-4 Ocotillo: Establishing Connectedness and Strategic Dialogues for Innovative Teaching, Learning, and Technology Agendas
Sponsored by the AAHE Asian and Pacific Caucus and the AAHE Hispanic Caucus.
Created in 1988 as a "think tank" to infuse technology within the 100,000-student Maricopa Community College District, Ocotillo is a tested model of lateral organizational structure that connects human spirit and communication in educational leadership, innovation, and change in teaching, learning, and technology in the diverse, ten-college system. In this workshop, presenters will describe and explain the Ocotillo model and provide a series of strategies, processes, and system components that you can use to help administrators and faculty leaders establish and maintain forums and practices for nurturing transformational change and learning. You will participate in small-group, participatory, and collaborative exercises, and you will receive forms and handouts.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 9:30 am.

Presenters: **Alfredo G. de los Santos, Jr.,** vice chancellor, Educational and Student Development, and **Naomi Okumura Story,** director, Maricopa Center for Learning and Instruction, Maricopa Community Colleges.
Saturday, March 15 9:30 am - 1:30 pm $50

W-6 Improving Distance Learning Through New Applications of Technology
How can you develop quality learning activities for the distant learner by integrating information resources and services in the teaching process? In this workshop, you will explore issues, trends, models, and standards essential to delivering information resources and services to distant learners and to how technology can enhance the development of quality programs. You will gain a basic understanding of several delivery models you can use to develop your own programs for serving distant education learners. During the discussion period, you will share your ideas and ask questions.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 9:30 am.

Presenters: **Thomas Abbott,** dean of learning resources, University of Maine, Augusta; **William Miller,** director of libraries, Florida Atlantic University; **Carol Moulden,** coordinator, Off-Campus Library

BEST COPY AVAILABLE

pecial Videoconference
Learning, echnology & tudents of Color: lastering Access Opportunities"

nday, March 17, 1:00 - 3:00 pm

oduced by Black Issues in gher Education in cooperation with the AAHE American dian Alaska Native, Asian and cific, Black, and Hispanic aucuses

satellite link will enable you experience a two-hour nel discussion featuring ernard Gifford, president, cademic Systems rporation; Kamala handam, associate dean, educational technologies, iami-Dade Community llege; Lucinda Roy, Gloria Smith professor and associate dean for curriculum, treach, and diversity, rginia Polytechnic Institute State University; Alfredo de los Santos, Jr., vice ancellor for educational d student development, aricopa Community olleges; Reynold Harris, airman and vice president marketing sales, City of ew Elam, Inc.; and Diana olinger, IBM Corporation he Institute for Academic chnology. National Public adio host Derek McGinty ll moderate.

Conversation will focus on w techniques and mpetencies being created day to help students of lor to learn in the year 00 and beyond; increasing e knowledge and use of chnological resources and ograms within schools, lleges, and universities th a particular influence on e educational chievements of students of lor; what the new learning chnology will mean for llege teaching and roles of e faculty; and what plications these changes ll have for K-12 education, areer opportunities, and mmunities of color

Services, National Louis University; and **Monica Craig,** off-campus librarian, Central Michigan University.

Saturday, March 15 9:30 am - 1:30 pm $50

W-8 Technology Is the Answer, But What Was the Question? Distance Learning, Technologies, and Higher Education's New Student Demography

Sponsored by the AAHE Hispanic Caucus.

Learn about a number of evolving instructional projects and practices under way at Texas and California universities characterized by a high proportion of students from diverse minority backgrounds, and in particular students of Hispanic ancestry. Through video case study materials, Internet access, and Web page products produced by faculty and students at these universities, you will see a full range of new information media and technologies that offer significant opportunities for engaging students of diverse backgrounds in active learning. Presenters will emphasize curriculum approaches tied to active learning pedagogy and interdisciplinary/thematic problem-based instruction within the context of observable student learning outcomes. Other areas to be considered are: requirements for faculty retooling and training for technology, models for designing virtual university settings, planning for and funding necessary hardware and software, and strategies to restructure traditional teaching-learning environments resistant to change.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 1:30 pm.

Presenters: **Henry Ingle,** associate vice president for technology, planning, and distance learning, University of Texas at El Paso; **William Aguilar,** vice president for information resources, California State University-San Bernardino; **Armando Arias,** associate vice president, Academic Affairs, Instruction, Planning, and Assessment, California State University-Monterey Bay; **Armando Valdez,** director of LatinoNet, Valdez and Associates; **Beryl Bellman,** professor of communication studies, California State University-Los Angeles.

Saturday, March 15 1:30 pm - 5:30 pm $50

W-13 Extending Student Roles — New Modes of Student-Faculty Collaboration Integrating Technology Into the Curriculum

Case studies from several successful campus programs will describe using undergraduate students as technology assistants — helping faculty members, fellow students, and K-12 schools. Some of the programs emphasize technical training and technical services; others focus more on pedagogy, community service, and consultative relationships. Institutions benefit in cost savings; students benefit in new skills and knowledge and work experience; faculty and students benefit in enhanced constructive collegial relationships. This workshop will provide you with the background and information you need to plan the first steps of your own programs (new, or extensions in the existing role of student assistants). Enrollment in the workshop is limited, and faculty-student teams are encouraged.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 1:30 pm.

Presenters: **Phillip Long,** director, Instruction and Research Technology, William Paterson College, and others from its Student Technology Consultant program.

Saturday, March 15 1:30 pm - 5:30 pm $50

W-14 Using Assessment to Improve Instructional Technology; Using Instructional Technologies to Improve Assessment

In this workshop you'll explore ways in which common instructional technologies are being/can be used to enhance assessment of learning and, in parallel, consider ways in which assessment can be used to make instructional technologies more effective at promoting learning. The primary focus will be on the classroom, course, and departmental/program levels. You'll see and hear a range of examples and receive useful information on relevant print, electronic, and human resources.

Presenters: **Tom Angelo,** associate professor and higher education program coordinator, University of Miami; **Stephen Ehrmann,** director, The Flashlight Project, AAHE; **Steve Gilbert,** director, Technology Projects, AAHE; **Alec Testa,** coordinator, Assessment Resource Office, Eastern New Mexico University.

Saturday, March 15 1:30 pm - 5:30 pm $50

W-15 Leading Campus Teaching, Learning & Technology (TLT) Roundtables

Sponsored by AAHE's Teaching, Learning & Technology Roundtable program.

This workshop is designed for chairs of existing local TLT Roundtables, and persons who are preparing to be Roundtable chairs in the near future; leaders of other campus or TLTR-related groups may also benefit. (A TLT Roundtable is an internal campus working group characterized by continuing communication, cooperation, and collaboration among representatives of a wide range of faculty and academic support services to facilitate better planning, decision making, and support for faculty and students. A Roundtable's aim is to achieve the best in teaching and learning through more effective use of information technology while controlling costs.) Presentations and activities will focus on specific advice for managing local Roundtables and on more general skills and knowledge useful to anyone responsible for leading an institution in improving teaching and learning through greater integration of information technology.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 1:30 pm.

Presenters: **Nancy Cooley,** interim vice provost, Central Michigan University; **Steve Gilbert,** director, Technology Projects, AAHE.

Saturday, March 15 1:30 pm - 5:30 pm $50

W-20 Using Technology To Expand College Teaching and Outreach

Sponsored by the AAHE Black Caucus.

This workshop will help you develop technology-based strategies for supporting students and communities of color. The workshop will include a focus on the use of the Internet and World Wide Web to achieve those goals. Special arrangements will be made if you wish to be seated in the studio audience of the Black Issues videoconference on Monday cosponsored by the AAHE Black Caucus.

Presenter: **Ceasar McDowell,** lecturer, Harvard Graduate School of Education, and president, The Civil Rights Project, Inc.

Sunday, March 16 10:00 am - 1:00 pm $50

W-24 Mission Impossible?: The Future of the Academic Library

The commitment of the academic library to quality collections and responsive services remains steadfast, but new developments are rapidly transforming the vision and definition of the traditional academic library. This workshop is designed for academic administrators, faculty, and library professionals who share the responsibility for creating "the library of the future" for their campuses. Working in small groups, you will discuss alternative developmental visions for academic libraries; the information resource needs of teachers, researchers, and students; and the emerging connections between academic libraries and other college/university information resources and services. You will develop a preliminary mission statement and an outline for change for your own campus.

Presenter: **Deborah Leather,** associate vice president for instructional technologies and dean of the library, Towson State University.

Sunday, March 16 10:00 am - 1:00 pm $50

BEST COPY AVAILABLE

W-26 Introduction to the Teaching, Learning & Technology Roundtable (TLTR) Program
Sponsored by AAHE's Teaching, Learning & Technology Roundtable program.
(A TLT Roundtable is an internal campus working group characterized by continuing communication, cooperation, and collaboration among representatives of a wide range of faculty and academic support services to facilitate better planning, decision making, and support for faculty and students. A Roundtable's aim is to achieve the best in teaching and learning through more effective use of information technology while controlling costs.) More than 150 institutions have already begun these Roundtables, and some of their achievements will be presented. You will undertake a sample of tasks designed to help develop and launch local Roundtables, and learn about next steps (including how to host a regional TLTR Workshop).

Presenters: **David Boudreaux,** dean of arts and science, Nicholls State University; **Steve Gilbert,** director, Technology Projects, AAHE.
Sunday, March 16 10:00 am - 1:00 pm $50

W-27 How to Get Faculty Across the Digital Divide
After a decade or more during which pioneers in their fields adapted to the digital technologies and developed new pedagogies and new theories about knowledge development in their field, faculty now are faced not just with learning how to use the new tools but with how to gain entrance to a new intellectual society. They are faced with the equivalent of acquiring a new graduate degree. In this workshop, you will work with the STEPs model of faculty change, which is at the core of the Epiphany Project, a national project affiliated with AAHE with 40 test sites. Learn how you can implement this faculty-development program on your campus.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 9:30 am.

Presenters: **Trent Batson,** director, and **Greg Ritter,** program development specialist, Academic Technology, Gallaudet University.
Saturday, March 15 9:30 am - 1:30 pm $50

PLANNING/LEADERSHIP/ MANAGEMENT

W-3 Legal Issues in Employment for Academic Administrators
This workshop will present in a practical and useful format information about academic employment relationships and federal and state laws prohibiting discrimination. Topics include: employment contracts, due process considerations, reference checking (getting and giving references), confidentiality in tenure proceedings, discrimination, sexual harassment, and employees with disabilities.

Full-day workshop. Fee includes lunch.

Presenter: **Lois Vander Waerdt,** president, The Employment Partnership.
Saturday, March 15 10:00 am - 5:00 pm $90

W-12 Building Communities of Reflective Practice
In this workshop you will discuss how to create learning communities. Examples will be provided of a variety of learning communities that use a combination of virtual and physical collaboration space to bond participants in a web of interaction. Examples will include: academic courses that create on-line communities; master's degree programs in reflective practice, Society for College and University Planning collaboratory on "Bringing Transformation to Your Campus"; Urban Land Institute collaboratory on "Shaping a Livable Technopolis"; and "perpetual learning atmospheres" emerging in leading-edge companies. This workshop will provide best practices and principles for creating new forms of learning communities and communities of reflective practitioners and how they will work as a major force for perpetual learning in the Knowledge Age.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 1:30 pm.

Presenter: **Donald M. Norris,** president, Strategic Initiatives, Inc.
Saturday, March 15 1:30 pm - 5:30 pm $50

W-16 Large-Scale Planning Events — Getting Everyone Into the Action
Leaders seeking to implement broad-based large-scale change in colleges and universities (at department, school, or institution level) are often confounded by the energy required and disappointed by the time it takes to achieve results during planning. In this workshop, you will learn several effective techniques and strategies — including Future Search Conference and Open Space Technology — to involve more of the "whole system" (60-300 people at a time) in changing itself, developing a broad-based "buy-in" at the outset, and using the knowledge of people throughout the organization to inform strategic direction and commit to action. A campus that has used some of these strategies will be featured as a case study.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 12:30 pm.

Presenters: **Steve Brigham,**

Nontraditional Students Roundtable

This newest of AAHE's action communities will sponsor its inaugural roundtable at the 1997 National Conference. Plan to attend on Monday, March 17, at 12:30 pm for a brown-bag lunch and roundtable discussion.

AAHE's Student Caucus

Join the newest members of the AAHE Student Caucus in its activities throughout the Conference! This newly revitalized caucus is in search of the energy and dedication you may be able to provide. Plan to attend its business/organizational meeting.

director, AAHE Quality Initiatives, AAHE; **Monica Manning,** executive officer, The Nova Group; **Ellen Nuffer,** assistant professor of education, Keene State College.
Saturday, March 15 12:30 pm - 5:30 pm $50

W-17 Cracks in the Ivory Tower: Conflict Management in Higher Education
Conflict is a fact of life — even within the no-longer-ivory towers of academia. And yet conflict is poorly understood and often desperately avoided, at the peril of the relationship, the department, or the institution. This workshop will focus on learning about conflict, how to detect it, how to deal with it head-on when it happens, and how to use it in a positive way. As a result of this workshop, you will: recognize the "early warning signs" of conflict; determine your own conflict management style and recognize other styles in your colleagues; understand the levels of conflict, and know the options for intervention at each level; recognize that conflict is not always negative, and that options exist for growth within a conflicted situation. You will be asked to share conflicts of your own or that you have observed on your own campus.

Presenter: **Susan A. Holton,** professor, Department of Communication Studies & Theatre Arts, Bridgewater State College.
Sunday, March 16 10:00 am - 1:00 pm $50

W-18 Successful Enrollment Management: A Focus on Student Success
The more successful a student is at any school, the better the word-of-mouth marketing and the higher recruitment and retention. An enrollment program that is built on a foundation of student success can be far more successful than one built on maximizing income. This workshop identifies how to determine what student success means to an individual institution's students and how to use this definition to improve recruitment and retention. Areas of success that will be examined are: students' goals and intentions, and how to communicate to students with particular goals and intentions. You will also look at the impact of these topics on retention and working with students after they leave. A special topic will be how to develop the best match between product portfolios and student profiles. This is an action-oriented workshop with specific materials to help you focus on student success.

Presenter: **Ronald J. Ingersoll,** director, Center for Enrollment Management.
Sunday, March 16 10:00 am - 1:00 pm $50

SUPPORTING STUDENTS

W-11 Adult Learners: Institutions Meeting the Needs of a New Generation of Students
This interactive workshop will provide insights about how institutions can meet the needs of the burgeoning adult student population. Topics include: characteristics of adult learners; stages of institutional responses; strategies and barriers to expanding programs and services for adults; methods to change institutional cultures and attitudes toward adult learners; and future trends and appropriate "next steps." Handouts drawing on data collected from the National Center for Education Statistics will describe the personal, educational, and employment characteristics of adult learners who participate in postsecondary education. Other handouts will outline the demographic shifts in the population, including specific information about diversity and aging issues.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 1:30 pm.

Presenters: **Fred Jacobs,** dean and professor of education, **Tai Arnold,** lecturer in education and doctoral candidate, and **Stephen Hundley,** dean's fellow and doctoral candidate, The American University.
Saturday, March 15 1:30 pm - 5:30 pm $50

W-19 Strengthening Academic Advising: Key Issues, the National Research, and Strategies That Work!
In this workshop, you will hear a summary of extensive national research on what is known about the practice, performance, and promise of faculty advising. You'll examine important models and delivery systems as well as a case study of the experiences of Syracuse University, a recent NACADA national award recipient for its systemic efforts to improve advising there. You will get ample time for questions, comments, and sharing, plus a variety of contacts and resources to help you as you develop strategies and plans appropriate for your own campus, including a copy of Reaffirming the Role of Faculty in Academic Advising (NACADA, 1995).

Presenters: **Frank Wilbur,** associate vice president for undergraduate studies and director of Project Advance, Syracuse University; **Gary Kramer,** associate dean for admissions and records, and professor of educational psychology, Brigham Young University; **Wes Habley,** founding board member, National Academic Advising Association (NACADA), and director of assessment, American College Testing.
Sunday, March 16 10:00 am - 1:00 pm $60

COLLABORATIVE/ COOPERATIVE LEARNING

W-2 Learning Communities: Promising Avenues for Educational Reform
Learning communities provide a promising approach for restructuring the academy into a more learning-centered environment. Many campuses are using learning communities, and many lessons have been learned. "Learning communities" are programs that link or cluster courses around larger themes and often involve collaborative teaching and learning. This workshop will offer a framework and rationale for learning communities in undergraduate institutions and explore ways learning communities can be established for different curricular purposes. You will focus on effective design and principles of good practice and probe a variety of frequently arising issues — both pedagogical and administrative. In this workshop, you will design experiences that can be readily adapted to any institutional setting. Intended both for veterans of learning communities who wish to refine their approaches and for beginners.

Full-day workshop. Fee includes lunch.

Presenters: **Faith Gabelnick,** president, Pacific University; **Roberta Matthews,** vice president for academic affairs, Marymount College; **Jean MacGregor,** codirector, Washington Center for Undergraduate Education, The Evergreen State College.
Saturday, March 15 10:00 am - 5:00 pm $90

W-9 Enhancing the Collaborative/Cooperative Learning Experience: A Guide for Improving Practice
Sponsored by the Collaboration in Undergraduate Education (CUE) Network.
Designed for faculty-development specialists and faculty, this workshop teaches a systematic method for examining assumptions underlying collaborative/cooperative techniques. Issues of power, gender, race, ethnicity, and culture will be explored for their implications for instructional dynamics. Electronic forms of collaboration will also be discussed. The workshop's ultimate goal is to provide you with a process for critiquing methods and improving outcomes. You will receive handouts and exercises to use and replicate in faculty-development or faculty sharing activities. This workshop (W-9) overviews collaborative/cooperative learning instructional strategies; it can be paired with W-23: Using Cooperative Principles to Structure the Collaborative Process for a more in-depth experience.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will

BEST COPY AVAILABLE

leave the Hilton promptly at 1:30 pm.

Presenters: **Virginia G. Gonzalez,** professor of counseling, Northampton Community College; **Barbara Macaulay,** associate dean for academic affairs, Quinsigamond Community College.

Saturday, March 15 1:30 pm - 5:30 pm $50

W-23 Using Cooperative Principles to Structure the Collaborative Process

Sponsored by the Collaboration in Undergraduate Education (CUE) Network.

Moving to the structured end of the collaborative/cooperative continuum, this highly interactive workshop will enable administrators and faculty to apply cooperative learning in both the classroom and the faculty meeting room. It will emphasize cooperative activities that build critical thinking skills; promote respect for diversity; and foster "deep," not surface, learning. You will share ideas and focus on issues such as evaluating students, handling problems, and forming groups efficiently. Extensive supporting handouts will encourage further reflection and implementation. This workshop will build on ideas explored in W-9: Enhancing the Collaborative/Cooperative Learning Experience, but you need not attend both workshops.

Presenter: **Barbara J. Millis,** associate director for faculty development, U.S. Air Force Academy.

Sunday, March 16 10:00 am - 1:00 pm $50

SERVICE-LEARNING

W-21 Service-Learning and the Disciplines

Service-learning — the linking of academic study with projects that serve the common good — is often thought of in terms of its moral and civic impacts. However, service-learning is also a powerful vehicle for enhancing more traditional kinds of academic learning. In this workshop, you will learn to look at service-learning from a specifically academic perspective, investigating the many ways in which generic service-learning components such as site selection, in-class assignments, evaluation, and reflection can and should be modified to meet the goals of individual courses and disciplines. Models of discipline-based service-learning courses will be provided. This workshop is suitable for anyone responsible for getting maximum educational benefit fromservice-learning courses.

Presenter: **Edward Zlotkowski,** professor of English, Bentley College, and senior associate, AAHE.

Sunday, March 16 10:00 am - 1:00 pm $50

FACULTY DEVELOPMENT/ EVALUATION

W-5 Career Development for New Professionals in Higher Education

Sponsored by the AAHE Black Caucus.

This workshop is designed to assist persons in the early stages of their higher education careers to map or critique their professional-development plans and strategies. You will be assisted in developing a personal skill inventory and career planning document. NOTE: Free to AAHE Black Caucus members.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 9:30 am.

Moderator/Presenter: **James C. Renick,** chancellor, University of Michigan-Dearborn. *Presenters:* **Jacqueline E. Woods,** liaison for community colleges, U.S. Department of Education; **William B. Harvey,** dean, College of Education, University of Wisconsin-Milwaukee; **George E. Ayers,** president, Ayers & Associates.

Saturday, March 15 9:30 am - 1:30 pm $50/free

W-7 Strategies for the Peer Review of Teaching

The 12-campus AAHE Peer Review of Teaching project has generated a variety of innovative and effective ways of making teaching community property. This workshop will feature these strategies, developed and practiced by faculty in multiple disciplines across the country. The strategies include: including peer analyses of syllabi, student interviews, teaching colloquia, and course portfolios. You will hear and read about practices you may want to adopt or adapt, and be invited to share your own experiences with the peer review of teaching. You will receive a copy of the latest AAHE Teaching Initiative publication, *Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review* (1996).

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 9:30 am.

Presenter: **Barbara Cambridge,** director, AAHE Assessment Forum, AAHE; members of the AAHE Peer Review of Teaching project.

Saturday, March 15 9:30 am - 1:30 pm $60

W-10 Successful Teaching Evaluation Programs

Examine new lessons learned in evaluating teaching performance; strengths and weaknesses of student, colleague, and self-evaluations; and links between evaluation and development. In this interactive workshop, you will learn what works and what doesn't, key strategies, tough decisions, latest research results. The program will provide you with ready-to-use, hands-on information.

Off site at The American University. Fee includes transportation to/from the workshop. Buses will leave the Hilton promptly at 1:30 pm.

Presenter: **Peter Seldin,** distinguished professor of management, Pace University.

Saturday, March 15 1:30 pm - 5:30 pm $50

W-22 From Content-Centered to Learning-Centered: Overcoming Obstacles to Change

As institutions strive to create more student-centered campus cultures, faculty need to be encouraged to shift their focus from course content to student learning. This important shift in perspective will require changes in faculty practice and in institutional recognition and reward policies; the roles of administrators, department chairs, and deans will also shift, as student learning becomes the focus for assessment of all types. Success depends on how well key concerns and problems are anticipated and addressed, and institutions need to be prepared to pay attention to the deep personal and emotional dimensions of such a paradigm shift. In this workshop you will identify obstacles to change and, working in groups, develop strategies for dealing with specific issues and problems. You will receive a packet of practical resources, including an annotated bibliography.

Presenters: **Robert M. Diamond,** assistant vice chancellor, and **Bronwyn E. Adam,** assistant project director, Center for Instructional Development, Syracuse University.

Sunday, March 16 10:00 am - 1:00 pm $50

W-25 A (Technologically Aware) "Teacher's Dozen": Fourteen General Findings From Research That Can Help Us Understand and Improve College Teaching, Assessment, and Learning

Would you trust a physician, coach, or engineer who didn't keep up with and apply lessons from relevant research in his/her field? Or who couldn't apply principles of good practice to new technologies? Yet how many faculty and academic administrators are aware of basic educational and psychological research on teaching, learning, and assessment and its relevance to our practice? This interactive workshop will present fourteen research-based guidelines — a "teacher's dozen" — and provide practice in simple, practical ways to apply them to improve learning in and beyond our (virtual and actual) classrooms.

Presenter: **Thomas A. Angelo,** associate professor and higher education program coordinator, University of Miami.

Sunday, March 16 10:00 am - 1:00 pm $50

BEST COPY AVAILABLE

Special/ Ticketed

Register now to attend one or more of these conference activities by marking your choice(s) on the registration form and adding the appropriate fee(s). Ticketed activities require advance registration; tickets are not available at the door. All activities are open to all conferees while space remains.

Let's Talk

At various times throughout the conference, the AAHE Women's Caucus will be hosting informal discussion groups in its hotel suite around a diversity of topics. Among the topics will be these: "Are Men From Mars? Working With Men in the Academy" . . . and "Packing Your Professional Suitcase."

Tip Top Shape

Sitting for hours in sessions may improve your mind. But to keep your body in shape, AAHE offers a number of activities during the conference, including morning aerobic classes on March 17 and 18. Bring your workout sweats and shoes!

SATURDAY, MARCH 15
(PRECONFERENCE)

T-1 Campus Senate Leadership Retreat: "Governing Well in a Technological Setting"
9:30 am - 3:00 pm
Sponsored by the AAHE National Network of Faculty Senates.
Bellwether practices in governance and management are redefining conventional notions of campus leadership. Many campuses have developed unique sophisticated governance structures able to respond quickly and effectively to the changes affecting higher education. Traditional means of policy formation and shared decision making are being replaced by inventive practices, which call for new kinds of faculty leaders. This year's Retreat will showcase and celebrate governance leaders who are recognized by their campuses as having made innovative and lasting contributions.

The Retreat will also concentrate on how information technology is reshaping the academic culture and posing new challenges and opportunities for campus governance, allowing it to respond to the growing demands for more inclusive governance bodies and to promote forms of democratic leadership within all campus constituencies.

The Retreat is designed in a workshop format of small, interactive groups. Each group will be directed by academic leaders possessing extensive experience in campus governance. Campus teams composed of faculty and administrators who are responsible for governance are encouraged. Participants typically consult with one another after the Retreat.
For details, contact: **Joseph G. Flynn,** SUNY Distinguished Service Professor, SUNY College of Technology at Alfred, NY 14802, ph 607/587-4185; **Karen E. Markoe,** SUNY Distinguished Service Professor, SUNY Maritime College, Bronx, NY 10465, ph 212/409-7252. NOTE: Ticket/advance registration is required. FEE: $75, includes a working lunch. (Capacity: 50)

T-2 Black History Tour of Washington and Cultural Shopping Junket
1:30 pm - 6:00 pm
Sponsored by the AAHE Black Caucus.
See the historic sites of Washington, DC on this guided bus tour that includes the prestigious Howard University and Cedar Hill, home of the magnificent orator Frederick Douglass. Join members of AAHE's Black Caucus at 1800 Belmont Arts, a cultural shopping emporium located in Washington's Adams Morgan neighborhood, to purchase Afrocentric artworks, paintings, textiles, quilts, wearable art, and much, much, more. NOTE: Limited seating. Ticket/advance registration is required. FEE: $25, includes tour transportation and refreshments.

T-3 A Caucus Dance Explosion!
9:30 pm - 12:00 midnight
Sponsored by the AAHE American Indian/Alaska Native Caucus, AAHE Asian and Pacific Caucus, AAHE Black Caucus, and AAHE Hispanic Caucus.
Enjoy an evening with the Caucuses at the Foxtrappe Towne Club. A variety of music will be played to dance to and to satisfy everyone's soul. This is an excellent opportunity to meet new people from different nationalities and to learn their dance customs. Open to all conferees! NOTE: Ticket/advance registration is required. FEE: $10.

SUNDAY, MARCH 16

T-4 AAHE Hispanic Caucus Forum and Luncheon
9:00 am - 1:30 pm
Sponsored by the AAHE Hispanic Caucus.
The AAHE Hispanic Caucus Forum is devoted to the general issue of Hispanics in higher education. Hispanic education issues are not well understood — in their uniqueness — by the general educational establishment, much less the general public. The proposed panel would feature national figures to discuss issues of immigration, affirmative action, the plight of undocumented students, financial aid, and demographic trends. Nationally, Hispanics represent the fastest-growing student segment — at all levels — and the country is ill-equipped to meet their needs, with potentially disastrous consequences, especially in the largest states. NOTE: Ticket/ advance registration is required. You do not have to be an AAHE Hispanic Caucus member to attend. FEE: $25, includes lunch.

BEST COPY AVAILABLE

Events

MONDAY, MARCH 17

T-5 AAHE Women's Caucus Dinner
6:30 pm
Enjoy a delicious dinner in the historic O Street Mansion. Dinner will be preceded by a presentation of "Poetry and Prose: Women Read Their Words." Caucus members are invited to bring a short selection of their original prose or poetry writings to share with the audience. A wonderful time to renew old friendships and make new ones. NOTE: Ticket/advance registration is required. FEE: $30 for AAHE Women's Caucus members, $40 for nonmembers. (You may purchase a discounted ticket if you join the caucus on your registration form.)

TUESDAY, MARCH 18

T-6 6th Celebration of Diversity Breakfast
8:00 am - 9:30 am
Sponsored by the AAHE Caucuses.
For the sixth year, the AAHE Caucuses will cosponsor a breakfast presentation in celebration of diversity. A continental breakfast will be served during the presentation and discussion. More information concerning confirmed speakers will be available on the AAHE homepage (www.aahe.org). NOTE: Open to all conferees. Ticket/advance registration is required. FEE: $10, includes breakfast.

This Year's Exciting Exhibits!

This year, as an integral part of the conference program and theme, AAHE has designed the Exhibit Hall to be a community of ideas. The Exhibit Hall will host the Technology Tutorials – substantive learning activities led by faculty and other campus practitioners. The Exhibit Hall will also showcase products, services, programs, publications, and software geared for the higher education market.

Recent Exhibitors have included:

Allyn & Bacon
The American College in London
American College Testing Program
American Language Academy
American Association of Community Colleges
Anker Publishing
ASPECT Foundation
Association for Gerontology in Higher Education
Association of American Publishers
Bureau of the Census
The College Board
College Survival
Conference Book Service
Datatel
Eastern Michigan University
Educational Testing Service
Encyclopaedia Britannica
ERIC Clearinghouse on Higher Education
Florida Endowment Fund
Follett College Stores
Hispanic Outlook in Higher Education
Illinois Bell
Internal Revenue Service-Taxpayer Education
International Conference on Experiential Learning
Jossey-Bass Publishers
Kettering Foundation
Macmillan Publishing Company
Magna Publications
MetLife
Miami University
Michigan Colleges' Consortium for Faculty Development
National Association for Women in Education
National Center on Postsecondary Teaching, Learning & Assessment
National College of Education
NOVA University
Oryx Press
Partnership for Service-Learning
Peterson's Guides
Professional and Organizational Development (POD) Network
Riverside Publishing Company
ServiceMaster
Stanley H. Kaplan Educational Centers
Spectrum Industries
Systems and Computer Technology Corp.
Taylor & Francis Group
TIAA-CREF
United Nations Publications
United Resources
University of Missouri-Kansas City
U.S. Department of Education
Washington Center for Improving the Quality of Undergraduate Education

To receive more information about the National Conference Exhibit Program or to reserve a booth, call Mary C. Joyce, marketing manager, at 202/293-6440 x14 or mjoyce@aahe.org.

Opportunities for Group and Team Meetings

The expanded Saturday-Wednesday schedule for the 1997 National Conference on Higher Education will offer an opportunity for associated organizations, AAHE's voluntary communities (caucuses and action communities), and campus teams to meet on Wednesday, March 19. Use this time to debrief your colleagues on the messages of the meeting and to plan next steps once you have returned to your campus or office. To schedule a meeting room, contact Monica Manes Gay, conference coordinator, at 202/293-6440 x18 or mmanes@aahe.org.

Airfare/Hotel & Registration Info

SPECIAL AIRFARE DISCOUNTS

AAHE has a contract with American Airlines for special rates for conferees traveling to/from the meeting. You may book your ticket(s) through your local travel agent or call the toll-free number below to receive the discounted rate of 5% off any published fare or 10% off a 7-day advance purchase. To receive the discount, you must reference AAHE's special account number below.

American Airlines is the official airline of the AAHE National Conference on Higher Education. Call American's reservations number toll-free: 800/433-1790. Please be sure to reference STAR Number **S0937AS.** You or your travel agent should call today, as seats may be limited.

HOTEL RESERVATIONS AND DISCOUNTS

The site of the 1997 National Conference on Higher Education is the Washington Hilton & Towers (1919 Connecticut Avenue, NW). AAHE has negotiated special room rates for conferees at the Hilton. The deadline for these special rates is February 23, 1997. Rooms are assigned first-come, first-serve, so make your reservations early.

Daily Room Rates:

	Hotel	Towers (concierge service)
Single	$136, $149, $164	$185
Double	$149, $164, $183	$205

- To get the special rates shown, you must call the Washington Hilton & Towers reservation line by **February 23, 1997,** at 202/797-5820. Remember to identify yourself as an AAHE conferee. Do not contact AAHE for hotel reservations.
- Specify your definite arrival and departure dates/times. All reservations must be guaranteed by a credit card or check
- Reservations must be cancelled at least 48 hours prior to arrival for your guarantee to be refunded.
- The Washington Hilton & Towers will charge a $50 early departure fee if you check out of the hotel early; you should be reminded of this policy by the hotel when you check in.
- If you are sharing accommodations with others, please make only one reservation; provide the names of any roommate(s) when you make your reservations.
- The meeting rooms of the Washington Hilton & Towers are accessible by wheelchair. Please note any special housing needs when you make your reservations.
- If the rate you request is not available, the next higher available rate will be confirmed. Rates are subject to a 13% sales tax and a $1.50 occupancy tax per person, per room, per night.
- **Deadline for the special rates is February 23, 1997.**

ROOMMATES

Save money, make new friends. If you need a roommate or are willing to share a room, you can ask to be sent a list and/or be placed on a list of conferees searching for roommates. You are responsible for contacting potential roommates and making your hotel reservations. (If you are unable to locate a roommate, you remain responsible for reserving and paying for a single room.)

To participate, you must contact Monica Manes Gay, conference coordinator, at 202/293-6440 x18 or mmanes@aahe.org, by **February 1, 1997.**

REGISTRATION INSTRUCTIONS

Complete the registration form (photocopies are acceptable). Mail your completed form with payment or signed purchase order to:

NCHE Registration
AAHE
One Dupont Circle, Suite 360
Washington, DC 20036-1110

Purchase order or credit card registrations may be faxed:
fax: 202/293-0073

- Registrations will not be processed unless accompanied by a check, signed purchase order (a purchase requisition or voucher is not sufficient) or credit card information. (A photocopy of a check does not constitute payment.)
- Make checks payable to "AAHE-NCHE."
- You will be mailed confirmation of your registration if your registration is postmarked or faxed by **February 21, 1997.** Late registrations will not be confirmed; they will be processed on site and are subject to a **$30 late fee.**
- Registration fees may be transferred to another person (with written consent from the original registrant). Membership dues/status are not transferable. Fees may be refunded (less a processing charge of $50 for registration fees and $5 per workshop), provided the refund request is made in writing and postmarked/faxed by **February 21, 1997.** Refunds will be mailed after the conference.
- AAHE is an individual member association; your institution cannot be a member. You must be an AAHE member or join on the registration form to get the discounted member rate.
- The "Full-Time Faculty" registration rates are only for faculty teaching full course loads; faculty on administrative assignment are not eligible. "Student" rates are for full-time students.
- If your registration form is received after February 21, 1997, your name will not appear in the Preregistrants List distributed at the conference.
- The information marked on the registration form with an asterisk (*) will appear on your conference badge. Please print legibly.
- If you need **more information,** call 202/293-6440 x18.

Team/Group Discount

Discounts are available to teams or other groups of five or more registrants who register together. For details and rates, the team/group coordinator should contact Monica Manes Gay, conference coordinator, at 202/293-6440 x18 or mmanes@aahe.org.

Additional Ways to Get Involved With AAHE

Join AAHE and participate in the work of one or more of AAHE's member networks. For the National Conference, AAHE's caucuses are professional networking opportunities. **AAHE's caucuses:** American Indian/Alaska Native, Asian and Pacific, Black, Hispanic, Women's, (newly revitalized) Student Caucus, and (new!) Nontraditional Student Roundtable. **AAHE's action communities:** The Research Forum, The Community College Network, Classroom Research, Collaborative Learning, National Network of Faculty Senates. AAHE's other areas of special interest include assessment, community service and service-learning, CQI, information resources & technology, and school/college collaboration.

For more information about joining any of these member networks or about their conference activities, contact Monica Manes Gay, conference coordinator, at 202/293-6440 x18 or mmanes@aahe.org.

Registration Form

AAHE NATIONAL CONFERENCE ON HIGHER EDUCATION · MARCH 15-19, 1997 · WASHINGTON HILTON & TOWERS

☐Dr ☐Mr ☐Mrs ☐Ms

*Last Name | *First Name | *M.I. | Ethnicity *(for caucus recruitment purposes)*

Position

*Institution

Address ☐ *home/* ☐ *work*

*City | *State | Zip

Phone *(daytime)* | Fax | Email *(specify, if not Internet)*

Indicate special access or participation needs *(by February 21)* | AAHE Member Number

A. REGISTRATION FEES

If your registration and payment will be postmarked after ***February 21***, add $30 late fee. AAHE members, provide 7-digit member number off mailing label. (NOTE: AAHE is an *individual* member association; institutions cannot be members.) Check one box and add fee in Section G.

AAHE Member	☐ Regular $280	☐ F/T Faculty $230
	☐ Retired $145	☐ Student $145
Nonmember:	☐ Regular $380	☐ F/T Faculty $330
	☐ Retired $205	☐ Student $175

Attending family members *(outside academe)*: $30 each. Provide name(s) below:

Subtotal $ _____

B. AAHE MEMBERSHIP

Join/renew AAHE, and register at the discounted member rate. Check one box and add fee in Section G.

☐ 1yr,$95 ☐ 2yrs,$185 ☐ 3yrs,$275 Student/Retired: ☐ 1yr,$50

C. AAHE CAUCUS/NETWORK MEMBERSHIPS

Optional. You must be an AAHE member. Join/renew for same number of years as new/renewed membership in Section B. All groups open to all AAHE members. Add the fee in Section G.

American Indian/Alaska Native Caucus			____ yrs @ $10/yr
Asian and Pacific Caucus			____ yrs @ $15/yr
Black Caucus	☐ 1yr,$25	☐ 2yrs,$45	☐ 3yrs,$70
Hispanic Caucus	☐ 1yr,$25	☐ 2yrs,$45	☐ 3yrs,$70
Women's Caucus			____ yrs @$10/yr
Community College Network			____ yrs @$10/yr

Subtotal $ _____

D. WORKSHOPS

To be enrolled in an alternate if your first choice(s) is full, also indicate second/third choices. Add the fee in Section G. Fees: $50 each, unless noted.

Sat., Full-Day	☐ W01, $90 ☐ beg/ ☐ int/ ☐ adv			☐ W02, $90	☐ W03 $90
Sat, Morning	☐ W04	☐ W05*	☐ W06	☐ W07, $60	☐ W27
Sat, Afternoon	☐ W08	☐ W09	☐ W10	☐ W11	☐ W12
	☐ W13	☐ W14	☐ W15	☐ W16	
Sunday	☐ W17	☐ W18	☐ W19, $60	☐ W20	☐ W21
	☐ W22	☐ W23	☐ W24	☐ W25	☐ W26

(*Free to AAHE Black Caucus members)

Subtotal $ _____

E. SPECIAL/TICKETED EVENTS

Indicate number of tickets desired and add fee in Section G.

T-1	Campus Senate Leadership Retreat	____ $75
T-2	Black History Tour/Shopping	____ $25
T-3	Caucus Dance Explosion	____ $10
T-4	AAHE Hispanic Caucus Forum/Luncheon	____ $25
T-5	AAHE Women's Caucus Dinner	
	Caucus Member	____ $30
	Nonmember	____ $40
T-6	Celebration of Diversity Breakfast	____ $10

Subtotal $ _____

F. FORUM ON EXEMPLARY TEACHING

Participants must be selected by and attending on behalf of their campus. Space is limited. Add $95 in Section G.

☐ I have been selected to attend the Forum.

G. PAYMENT DUE

$ _____	Registration (Section A)
+ _____	AAHE Membership (Section B)
+ _____	Caucuses/Networks (Section C)
+ _____	Workshops (Section D)
+ _____	Activities (Section E)
+ _____	Forum on Exemplary Teaching (Section F)
+ _____	**Late Fee** (add $30 after February 21)
– _____	Team Discount
$ _____	**TOTAL PAYMENT DUE**

1

H. PAYMENT METHOD (FID #52-0891675)

☐ **Check** (made payable to "AAHE-NCHE")

☐ **Signed Purchase Order** (no requisitions or vouchers accepted)

☐ **Visa** ☐ **MasterCard** (AAHE accepts *only* Visa and MasterCard)

Credit card number | Exp date

Cardholder signature

Cardholder name (PLEASE PRINT)

Registration fees may be transferred to another individual (with written consent from the person who cannot attend). Membership dues/status are not transferable. **Fees** may be refunded (less a processing charge of $50 for registration and $5 per workshop) provided the refund request is made in writing and postmarked/faxed before February 21, 1997. Refunds will be made after the conference.

FOR OFFICE USE ONLY

Ref. _____ **V/M/PO/T1/T2** **Amt** _____

BEST COPY AVAILABLE

Please note new conference format!!!

About AAHE

The American Association for Higher Education (AAHE) is a national organization of more than 8,500 individuals dedicated to improving the quality of American higher education. AAHE's members — faculty, administrators, and students from all sectors, as well as policymakers and leaders from foundations, government, and business — believe that higher education should play a more central role in national life and that our institutions can and must become more effective.

AAHE members receive discounts on registration to this flagship National Conference on Higher Education and to AAHE's special-topic conferences on assessment, quality, faculty roles/rewards, and technology. They receive *Change* magazine and *AAHE Bulletin*, discounts on AAHE's publications, and access to AAHE's special programs through Internet listservs and special mailings.

Annual membership is just $95 ($50 for students). Join on the enclosed registration form and save up to $100 on your conference registration fee.

SCHEDULE HIGHLIGHTS

Saturday, March 15 (preconference)

9:30 am – 5:30 pm—Workshops

2:00 pm—[illegible] Opening Session

Sunday, March 16

[illegible]—Special Session: AAHE and Its Programs

10:00 am – 1:00 pm—Workshops

1:15 – 5:00 pm—Concurrent Sessions

2:00 pm—Exhibit Hall Opens

2:00 – 4:00 pm—Teaching, Learning & Technology Tutorials

6:30 pm—Keynote Address: George Gerbner; Followed by Keynote Reception

Monday, March 17

7:30 – 8:15 am—Newcomer's Breakfast

8:15 – 9:15 am—Plenary: Sir John Daniel

8:30 am – 5:00 pm—Concurrent Sessions

9:15 am—Exhibit Hall Opens

12:30 – 2:00 pm—Lunch Meeting

2:00 – 4:00 pm—Teaching, Learning & Technology Tutorials

5:00 – 6:00 pm—Tomás Rivera Lecture: Albert Quintanar

6:00 pm—Receptions

Tuesday, March 18

8:00 – 9:30 am—Celebration of Diversity Breakfast

8:30 am – 5:00 pm—Plenary and Concurrent Sessions

9:15 am—Exhibit Hall Open

12:30 – 2:00 pm—Lunch Meetings

3:00 – 4:00 pm—Plenary: Russell Edgerton

6:00 pm—Receptions

Wednesday, March 19

9:00 – 10:00 am—Breakfast and Conference Feedback Session

10:00 am – 12 noon—Meetings

Program subject to change.

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *Journal of Higher Education*); and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

AAHE Membership *(choose one) (add $10/yr outside the U.S.)*
Regular: ❑ 1yr,$95 ❑ 2yrs,$185 ❑ 3yrs,$275 Retired: ❑ 1yr,$50 Student: ❑ 1yr,$50

AAHE Caucuses *(all are open to all members; choose same number of years as above)*

Amer Indian/Alaska Native:	____ yrs @ $10/yr		
Asian and Pacific:	____ yrs @ $15/yr		
Black:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Hispanic:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Women's:	____ yrs @ $10/yr		

Name (Dr./Mr./Ms.) _____ ❑ M/❑ F

Position _____
(if faculty, include discipline)

Institution/Organization _____

Address ❑ home/❑ work _____

_____

City/St/Zip _____

Day ph _____ Eve ph _____

Fax _____ Email _____
(if not Internet, specify)

❑ Bill me. ❑ Check is enclosed (payment in U.S. funds only). ❑ VISA ❑ MasterCard

_____
Card number Exp.

Moving? Clip out the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

NMEM 0087064
MR. AL TYREE
INFORMATION SPECIALIST
ERIC CLEARINGHOUSE ON HE
ONE DUPONT CIRCLE, SUITE 630
WASHINGTON DC 20036

AAHE Bulletin

February/1997 Volume 49/Number 6

Spinning Interinstitutional Webs

Eastern Oregon State College's success story

BY W. BRUCE SHEPARD

Consolidation & Standardization?

BY JAY HALFOND

Prof. van Winkle wakes up ... twenty years too late.

Revitalizing the Department Chair

BY RICHARD McADAMS

BOARD ELECTION SLATE

AAHE NEWS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **Spinning Interinstitutional Webs: The Politics of Entanglement**
Rural regional Eastern Oregon State College succeeds with a strategy stressing cooperation, interdependence, and flexibility
by W. Bruce Shepard

7 **"College Goes Global, Eats Boston": A Fantasy. Right?**
by Jay A. Halfond

10 **Revitalizing the Department Chair**
Ten recommendations to make the role more attractive, powerful, and effective
by Richard P. McAdams

Departments

14 **AAHE News** . . . conference updates . . . new assessment book . . . summer quality academy . . . Flashlight Project . . . election slate . . . and more

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
February 1997/Volume 49/Number 6

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Russell Edgerton. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year. $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

78

Cartoon by David Clark
Cover by CLN Associates. Printing by HBP
Cover concept by Dever Designs

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

SPINNING INTERINSTITUTIONAL WEBS

The Politics of Entanglement

by W. Bruce Shepard

The notion of "entanglements" has a distasteful ring — rooted perhaps in George Washington's farewell warning against the foreign variety. Our turf-protecting proclivities in higher education further reinforce the aversion. My thesis will, therefore, seem odd: Entanglements can be a particularly valuable component of the strategies by which higher education institutions enhance (and defend) their capacity to serve changing societal needs. This, at least, has been the experience of one small, rural, regional college with the temerity to suggest that larger institutions might learn through its example.

W. Bruce Shepard is provost of Eastern Oregon State College, 1410 L Avenue, La Grande, OR 97850; shepardb@eosc.osshe.edu.

Background: The Rural Regional College

Oregon's only *rural regional* college, Eastern Oregon State College is a defining instance of and a leader in the national delineation of this newly recognized institutional class. Its mission is to serve the educational, social, cultural, and economic needs of the ten easternmost counties of Oregon. This is a large region — about the size of the state of Pennsylvania — yet sparsely inhabited, its total residents numbering 165,000.

Effectiveness as a rural regional college is rooted not in a single unique area of achievement but, rather, is to be found in a uniformly high quality mixture of the programs that define its mission:

- extending baccalaureate education and professional development in essential fields to dispersed populations via leading-edge technologies and pedagogies;
- mobilizing resources and expertise to promote rural economic development;
- providing strong on-campus programs and faculty who effectively serve first-generation college students, such strong faculties also being essential for the success of the preceding two components; and
- recognizing and including the needs of all of the culturally diverse groups that comprise a rural region.

To pursue this mission, Eastern Oregon State College depends on several strategies, including a constantly repeated mission clearly focused on regional service; continual investment in emerging technologies and in experimentation with their pedagogical application; statewide leadership in seeing that rural areas are equitably treated as telecommunications infrastructure is developed; centers throughout the region that provide the point of human contact essential to the success of technologically delivered programs; the extension of degree programs instead of courses; and a major role in leading and supporting community and economic development projects for local public bodies often dependent on volunteer and part-time help.

Perhaps most unusual at Eastern, though, is our approach to *turf*: "This is our turf, please come onto it."

Eastern concentrates its resources in undergraduate programs in the liberal arts and sciences and in two professional areas — business and education — and then works with other institutions to meet regional needs in areas such as agriculture, graduate-level business, nursing, physical therapy, and graduate social work. The strategy has been effective for Eastern. By concentrating our resources, we maintain high-quality undergraduate programs that have excellent reputations; we don't have the burden of extensive graduate programs, which can too often turn out to be expensive albatrosses around an institution's neck; accreditation of the professional programs is somebody else's headache; regional needs are being served; and the institution gets credit and support for effectively serving those needs. Brokering is an old pattern at Eastern, but one being rediscovered around the country. So let me focus on what Eastern has found to be one of the most

useful strategies for meeting the needs of individuals and their organizations.

Interinstitutional Webs

We spin Eastern's interinstitutional web with a variety of threads. Some are quite ordinary and will be found on many campuses. To meet graduate-level interests in educational administration, for example, we went through an RFP process and then settled on private Lewis and Clark College as our partner and provider. It provides the degree, we simply facilitate. Slightly more complicated patterns emerge when, in response to a request from the Confederated Tribes of the Umatilla Reservation, we use an Eastern business management external degree program with a new casino management component supported by brokering courses from the University of Nevada at Las Vegas.

More unusual are the ways in which we meet regional needs for nursing and agricultural sciences. Beginning about twenty years ago, Eastern worked with Oregon Health Sciences University (OHSU) to meet the critical challenge of providing health care professionals for rural areas. In effect, OHSU — located five hours away — established a branch on our campus here in La Grande. We provide offices, access to our broadcast studios, and teach the science and general-education courses these students need.

Eastern and OHSU took the arrangement a step further when we collaboratively arranged for OHSU faculty, located in La Grande, to use our broadcast facilities to deliver nursing degree programs to extremely remote and rural sites within our region. Eastern's ability to provide the nonnursing portions of the degree to the same sites was a necessary and complementary component.

Several years later, Eastern critically assessed its capacity to meet the needs of the region for education in the agricultural sciences. As important as agriculture is to a rural region, alone Eastern could not realistically mount a program of high quality and adequate breadth. So, Eastern offered to turn over its faculty FTE in agricultural sciences to another institution if that institution would take over the program. Oregon State University — seven hours away — agreed and offers four baccalaureate programs on the Eastern campus using its faculty located here in La Grande.

I do need to emphasize that the OHSU and OSU models are much different from the more commonly encountered examples of outreach efforts using adjuncts. Real tenured or tenure-track OHSU and OSU faculty teach and conduct their research on Eastern's campus; go through the promotion and tenure processes of their home institutions; and each June, in La Grande, Eastern's president hands out OHSU and OSU diplomas, along with those going to Eastern graduates.

The benefits are obvious to Eastern, our students, and our region: We get academic programs we could not otherwise offer. . . . Students attend Eastern who otherwise would not. . . . Students pursuing Eastern degrees can take OSU courses and earn OSU minors. . . . Students from rural areas are able to pursue degrees in an environment they strongly prefer to metropolitan Portland or to a "big" campus like OSU.

But, to a provost's eyes, the real benefits are in the quality of the programs being delivered. If the Oregon State System were to wave a wand and suddenly turn the OHSU and OSU faculty on our campus into Eastern faculty, the quality of the programs would not be the same. The OSU and OHSU faculty reside on our La Grande campus, but they draw on the resources and expertise of their large home institutions in those mundane but crucial matters that determine the quality of degree offerings. They are members of much larger departments elsewhere, and this multiplied expertise pays off in the design and periodic assessment of the programs delivered in La Grande.

The model set by OHSU and OSU reached its next logical step this fall. Several years ago, we agreed to provide teacher-education programs to a rapidly growing area in the state, Bend, which is well outside our service region. We followed the "OHSU/OSU model," but this time Eastern played the OHSU/OSU role: Regular members of our School of Education and Business Programs faculty reside and teach at a Bend institution, six hours away.

So far, nothing out of what is ordinary for us. Then, a third institution, farther away yet, proposed to combine our teaching pedagogy courses with its expertise in electronic computing technology, to meet clear needs for secondary teachers possessing that skill combination. It made academic sense and was responsive to a state need; yet, how could we squeeze the extra teaching into the loads of our faculty in La Grande?

Then, we recollected that our education faculty in Bend — still building a new program — had "excess capacity." So, Eastern is delivering a teacher licensure program as a component of an Oregon Institute of Technology degree program, taken by students ten hours away in Klamath Falls, using Eastern faculty located five hours away in Bend. A headache for administrators, to be sure. But, it's the premier example of what we have come to call "the politics of entanglement."

Politics of Entanglement

Webs create composite strength by connecting otherwise fragile individual elements. They provide redundancy. And webs entangle. In all three of these metaphorical uses, the web image is appropriate for understanding the politics by which Eastern seeks to assure its survival and enhance its success.

I have described some of our interinstitutional arrangements targeted at the delivery of instruction. The spinning of webs

does not end with instruction, though. Just as extensive are our involvements with community and economic development projects in community after community. And, we seek to be the home base for entirely distinct organizations with separate missions; for example, we house on our campus the Regional Arts Council, Oregon Department of Fish and Wildlife offices, OHSU's Rural Frontier Delivery program, the Northeast Oregon Area Health Education Center, and more. Indeed, we recently arranged to temporarily house the regional office of a senator newly sent to Washington.

The politics are really quite simple. We maintain an intricate pattern of relationships, any one of which might seem inconsequential. Yet there is strength in the whole that is largely unaffected if a single relationship wanes. Rather than mindlessly guarding turf, we seek to involve larger outside entities and, in the ensnaring, to turn potential competitors into helpful partners.

The objective is as simple as is the politics: to greatly multiply the number of entities throughout the state that have an interest in the success of our small, rural institution. The result is an institution that, while located on Oregon's geographic periphery, cannot be so simply characterized when speaking politically.

Lessons Learned

Over the past twenty years, Eastern has learned a variety of lessons about creating interinstitutional webs. Among the lessons are these:

Persistence. As much mythology as surrounds the notion of turf wars in academia, a rural regional college has an extraordinarily difficult time interesting other institutions in coming onto its turf. Eastern's most important successes have required years — five years is what we now use as our planning norm — of discussion at all levels, commitments followed by postponements, and repeated efforts to revitalize interest.

The objective is as simple as is the politics: to greatly multiply the number of entities throughout the state that have an interest in the success of our small, rural institution.

Most higher ducation institutions are not well equipped — culturally, fiscally, or procedurally — to extend degree programs. At best, that is a peripheral operation relegated to offices and adjuncts not considered to be part of the "real" academic core. If the degree is in a program for which the courted institution has a statewide monopoly, predispositions to be responsive are all the more problematic. Indeed, in such situations, we have found that flirtation with an out-of-state rival is often necessary to spark in-state attention. And rural areas are hard to serve, and their importance and needs sometimes difficult to discern, for the urban partners we most often court.

Graciousness. When, after five years of struggle, we achieve success, other suitors to our partner able to offer more students (and greater revenue) will suddenly appear, seeking delivery of the program to them, as well. When this happens, your part in the project becomes small potatoes, and it would be very human to wonder where these other folks were in your preceding years of persistent pressure. Yet, strategic calculation requires tenaciously hanging onto the small piece of the action your region requires, all the while politely smiling at the new claimants who, after all, will be helping to pay some of the bills.

Arranged Marriages. It's far better to arrange your own than to find yourself in a marriage arranged by others. Eastern established its nursing program by wooing Oregon Health Sciences University. Later, and perhaps prompted by our success, two other regional colleges in Oregon were forced to hand over control of their nursing programs to OHSU. Now years later, this is still a sore point on those campuses, while we at Eastern see the OHSU nursing program as a proud institutional success.

Being in on the instigation has obvious benefits for campus morale and increases an institution's ability to favorably define the terms of a partnership. It does require a campus that is not mindlessly dedicated to protecting turf, a faculty who appreciate the value their programs derive from not spreading resources ever more thinly, and a leadership who recognize brokering opportunities even if that means simply being able to read the handwriting on the wall.

Hand Holding. Over a period of years of brokering and building entanglements, an institution builds up a considerable degree of expertise in making such arrangements work. There are myriad complications, from handling finances to financial aid, to registration, to transcripting, to library services, to student support services, to whose faculty can use what parking lots. Some issues can seem insurmountable to the inexperienced potential partner. All of Eastern's people — from the deans to the library director, to the financial aid director, to the computer center director — must and do understand that their role is to carefully, patiently, and continually educate their counterparts in the institutions Eastern is courting.

The collegial educational responsibility extends to delivery technologies, too: Typically, "beginners" want first to use technologies as similar as possible to what faculty already do on campus — two-way video and audio. But those technologies are many

times more expensive than others, such as asynchronous computer conferencing, that can be more effective but require rethinking pedagogy. Success comes as partners understand that selecting a delivery mode for their courses is not the choice; the choice is selecting a right blend of delivery technologies to be brought together in a single course, each mode being used for that aspect of the course to which it's best suited.

Faculty Involvement. To extend degree programs must be seen by faculty as a central component of their role and their commitment. A clear and continually repeated statement of Eastern's mission helps shape the necessary campus culture. Promotion and tenure policies add — to the usual triumvirate of "teaching, research, service" — a fourth category of "regional service," all faculty being required to meet all four standards.

And, the faculty recruitment process is important, too. When others in higher education wonder about how to move service to the core of what their faculty care about, Eastern's president has a simple answer: "If faculty candidates aren't interested, don't hire them." Each potential Eastern faculty member meets with the president or provost during the interview process, where he or she gets a clear description of what Eastern is about. This indoctrination concludes by each candidate being looked straight in the eyes and told, "If you are excited about a career of experimenting with the latest educational technologies and pedagogies to serve all our students, then we want you; if you're not interested, don't come here."

Dual Citizenship. When I talk about our "OHSU/OSU model," one of the first questions outsiders ask is: "How can the poor students tolerate the confusion? Are they Eastern or OHSU or OSU students?" Turns out students have much less difficulty with the concept than do we administrators. OSU students play on Eastern's football team with no apparent schizophrenia. Eastern students have elected an "OSU student" as the Eastern student body president. When it's time to be an OSU student though — say at a conference presenting undergraduate agricultural research — out come the appropriate OSU affiliations.

The politics of entanglement — and the web on which it is based — has yielded political capital far greater than had been expected in its initial conception. Academic necessity has become political virtue.

Integration Without Interfering. Academically, we seek to make sure at Eastern that the programs of our partner institutions know that we consider them to be an integral part of us. OHSU and OSU program leaders on Eastern's campus are full members of my Deans' Council. Although it's not called for in any memoranda of understanding, I see that they get a proportionate share of my instructional equipment reserve. Yet respect for their autonomy is absolutely essential. With regard to these programs — their courses, curricula, standards; the promotion and tenure of their faculty; and the like — I have only one instruction from my president: "Keep your hands off." That blend of involvement but distance has yielded grief-free relationships extending over decades.

The Future for the Politics of Entanglement

Academic necessity dictated that Eastern follow a strategy of carefully investing its resources in selected programs and then meeting other needs through brokering. It wouldn't otherwise have been possible for this rural regional college to maintain the academic quality of its programs. From those brokering experiences evolved a politics of entanglement that was eventually extended beyond Eastern's assigned service region and beyond its mission's instructional component. This politics has proved effective during at least two periods of educational retrenchment — one involving threats targeted directly at Eastern's existence.

But that is history. Today, both the chancellor and the governor are suggesting that the rest of the Oregon State System of Higher Education become more like its smallest campus: Eastern Oregon State College.

"Responsiveness to customers" is now a ubiquitous shibboleth. Most American colleges and universities are being prodded to move increasingly off campus to meet the educational and economic development needs of citizens and their public and private enterprises, and to do so where people *are* . . . in their state, in their career, in their life. In such an environment, Eastern is being well served by its established record of brokering, of partnerships, of regional involvement, of high-tech sophistication, and of off-campus degree program delivery. The politics of entanglement — and the web on which it is based — has yielded political capital far greater than had been expected in its initial conception. Academic necessity has become political virtue.

Tomorrow will surely be different. Increasing competition is on the horizon. To be frank about it, Eastern had fairly easy pickings in the past when the institutional behemoths were largely unable to see beyond their campus boundaries. What happens as their myopia fades and they bring their considerably greater resources to bear? I don't know. But, I do know what an important component of Eastern's response will be: to embrace them in ever more tightly spun webs. ■

A Fantasy. Right?

"COLLEGE GOES GLOBAL, EATS BOSTON"

A shocked Prof. van Winkle awakes to a very different world.

by Jay A. Halfond

Dazed and disoriented, Professor van Winkle awoke and staggered into the office next door. "Chet, what time is it? Am I late for class?" The figure hunched over a computer turned. "I'm sorry. I thought you were Professor Eliot."

"I am," laughed the young man, "Chet's my father. He retired from the university just before the first merger. He said he couldn't stand to see his beloved institution gobbled up into a mega-university." Van Winkle was shocked to realize he had been asleep for a generation. "What do you mean 'gobbled up'? If the college went under, why are you here on the faculty?" van Winkle stammered.

The young man began to explain.

FEEDING FRENZY

"In the late 1990s, many of the then almost four thousand U.S. colleges and universities began to realize they might be better off collaborating than competing, as they watched what was happening in other industries like health care. It started first in the smaller, independent colleges in large metropolitan areas. They initially tried to keep their individual identities, but gradually their boards concluded the schools could better compete in the education market if they merged outright.

"Once some schools began to merge, a panic set in. Each large institution wanted to claim a solid department in every subject, so they began buying out weaker, less-prestigious schools, retaining only the best faculty. Quickly it became clear that consumers were quite willing to trade warm and fuzzy feelings for local schools for the guarantees of the impersonal mega-institutions. Soon Boston, with more than fifty institutions, was left with only a handful. Similar consolidations occurred in other cities, too. In fact, you could travel to any American town and be assured of seeing not only the same hotel and fast-food chains but also a branch campus of an ever-shrinking set of national institutions.

Jay A. Halfond is associate dean in the College of Business Administration at Northeastern University, Boston, MA 02115. About his essay, the author says, "I'm not sure whether van Winkle's fantasy is a dream or nightmare, but I would wager some variation of it is likely. I invite reactions and preferably reassurance (jhalfond@neu.edu) on what brave new world we might anticipate."

"By becoming giant institutions, these urban predators were able to produce education more efficiently and cheaply than before, using only the best resources of each campus they acquired. In fact, many reorganized their branch campuses by themes and philosophies, to appeal to students otherwise alienated by these educational conglomerates. Of those faculty who managed to retain their jobs, most were relegated to the role of teaching machine, with workloads twice what you and my father experienced. Only the most prestigious faculty could maintain their research agendas.

"And that was only the beginning. A price war developed to compete for the best students. Soon productivity gains from higher teaching loads weren't enough to keep up in this hypercompetitive environment. As the large, brand-name universities acquired local personnel and real estate, increasingly larger enrollments were necessary to cover their costs. As each region began to see its plethora of separate institutions reduced to only a few competitors, the next logical step was for national, even international, entities to emerge."

TECHNOLOGY TAKES THINGS GLOBAL

"Technology made this next

BEST COPY AVAILABLE

phase possible by eliminating the need for traditional classrooms. The reach of an academic institution no longer was limited by time or space. In a virtual learning environment, any school can compete anywhere. Several of the schools were savvy enough to forge alliances with major entertainment and hospitality companies to develop slick, state-of-the-art learning products, for campuses that resembled theme parks more than traditional colleges.

"Now these regional predators, which had absorbed neighboring smaller and lower-status schools, were acquired by even more dominant institutions whose headquarters might be on the other side of the country — predator became prey. As a result, students can now get an education and their degree from some of the biggest-name schools in the nation without leaving their

home town. The cost has dropped dramatically, to the point where the national private universities are as affordable as their local public competition."

"Just how many schools are left?" gasped van Winkle.

"Besides the remaining state schools, most of which were either purchased by the private giants or merged by region, and a few boutique schools, we have five mega-institutions globally."

Van Winkle was astonished. "That must have devastated American scholarship!"

"Actually, no," smiled Eliot. "We soon realized there hadn't been much of a relationship between most of what was called research and the quality of a faculty's teaching. In fact, investing considerably more now in the basic research of the few truly outstanding scholars has proved much more effective.

"We have three tiers of faculty now: those research professors, master curricular designers, and then faculty like me, who work in our delivery support systems. The vast majority of faculty occupy my group – we're perhaps more aptly called 'teaching assistants' — whose task it is to help support prescribed multimedia curricula on the local branch campuses. Technology can't completely replace the human touch that local faculty like me provide. But, standards are rigorously controlled by the master faculty designing curriculum at the corporate campus."

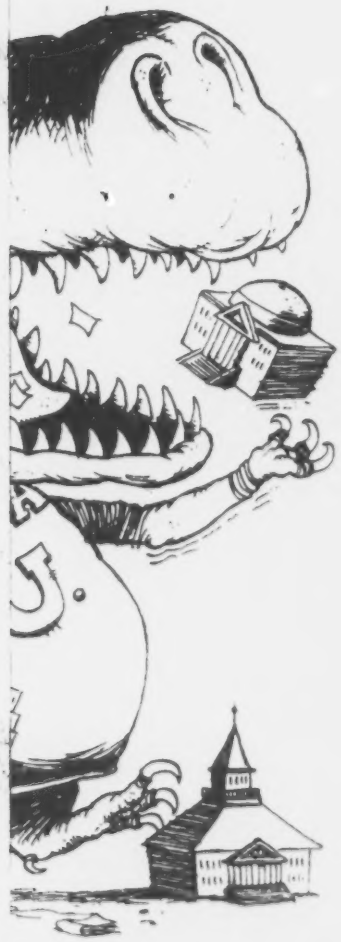
"Master faculty? Corporate campus?" van Winkle echoed with alarm. "You mean that most faculty now are nothing more than well-trained gophers, supporting a regimented curriculum set by some oligarchy of scholars who tell the rest of the world the one and only way to learn their subject matter? What kind of totalitarian regime is this?"

Eliot laughed, "Well, perhaps we have sacrificed variety. But think of the advantages. Students can live anywhere in the world and be guaranteed access to quality education . . . Boston, Baton Rouge, even Bombay for that matter! We've made the work of the best and most innovative thinkers available to everyone, everywhere, not only to the select few who had access to your elite schools. Through our advances in the science of learning, we carefully monitor each campus to ensure that all of them achieve comparable learning outcomes. Did faculty in your day really understand, as our curriculum designers do now, how learning occurs? Were they trained in how best to assess their teaching effectiveness? Our experts have developed sophisticated learning modules that allow for mass production of effective learning tools; why should we let individual faculty tamper with them?

"Professor, you react like our way is something out of an Orwell novel, when in fact it's the

culmination of the democratic ideal. What good did your bastions of educational excellence do for the poor family in Appalachia or the working adult confined to a choice among schools within commuting distance?

"In contrast, we've made dynamic learning and valuable educational credentials available and affordable for everyone. We've merged technology, entertainment, and instruction to deliver universally a consistently superior product in ways your generation could never achieve. By bringing free enterprise to academe to improve quality and reduce costs, we've made the student-consumer the winner and society the ultimate beneficiary. Don't think of this as an overthrow of your ideals, think of it as



their logical realization. You should be pleased that, finally, both democracy and capitalism have come to higher learning!"

CONSUMER RULE

"How is this democracy?" van Winkle scoffed.

"Because student choice now extends across the globe, the consumer is sovereign. In your day, you had those quaint barriers that excluded students based on arbitrary measures of selectivity. In fact, you even confused institutional excellence with the ability of a school to reject applicants! We admit anyone, since we now have the diagnostic capability to determine the appropriate learning module for any individual and objectively evaluate performance."

"But," van Winkle countered, "if your so-called 'brand-name' schools admit everyone, how do they retain their prestige? In my day, we judged schools based on their selectivity and scholarly research. You've abandoned both!"

"I must admit that membership in what you once called the 'Ivy League' did help certain schools survive the merger frenzy," Eliot replied. "But once only a few schools remained, other factors became key to their success. Students can now choose a local, low-priced, dazzling franchise campus that benefits from its affiliation with a global enterprise that produces high-quality educational products — delivered consistently and professionally and leading to internationally recognized educational credentials. And these degrees certify validated educational outcomes, not the intangibles of your day. Our public judges its schools based on the value of the educational experience, not on the admissions hurdles you used to exclude students."

"This is capitalism run rampant," van Winkle countered angrily. "You're confusing consumer satisfaction with social responsibility. By letting students determine their education, you've abdicated your role as educator. No wonder your father retired rather than be part of this travesty! I don't buy that your way is democratic, particularly when you regulate the process from the top down."

"Higher education has become a commodity," Eliot admitted. "But our hierarchy's not the Big Brother structure you might be assuming. It's based on merit, and provides job mobility. We have a similar learning system to develop master faculty and those who assist in the course delivery systems. As one of those teaching drones, I must continually update my skills through learning modules developed at the corporate campus. In fact, I am taking courses through the corporate campus in the hope of becoming a master curricular designer myself. The politics of your academic hierarchy has all but disappeared. Your faculty senates were the oligarchy of your day, and we have our corporate faculty. But our educational leadership is selected empirically on the basis of their achievement.

"Examine your conscience, Professor. Aren't you lamenting the loss of power and prestige as much as the passing of your educational ideals? Perhaps I don't have the status at a cocktail party you might have enjoyed, but even my father proudly admits that my work has a much greater impact on students than his esoteric 'scholarship' ever had. Rather than generating meaningless publications few would read, I am pursuing a career path that will allow me to contribute to educational tools that will affect millions of learners.

"Why can't you accept that a mass-market approach can coexist with high-quality learning? Why can't you appreciate that a uniform product, based on major investments with proven outcomes, is far superior to the pedagogical sorcery of your day?"

Van Winkle was stunned, "I can accept my hamburgers being standardized on a global scale, but not my education. I can't believe we're better off with your sterile system. What about the character, the history, the community, the very diversity of the academic institutions that existed in my day? How can you ensure the open exchange of ideas when you concentrate power in the hands of a few anointed academic leaders?"

Eliot sighed, "We could argue forever, and both defend our versions of academia, each from his own vested interest. But let me ask you, if you weren't an educator, and instead were an eighteen-year-old heading for college . . . if we didn't know where in the world you lived, your innate intelligence, upbringing, or economic situation . . . all we knew is that you had two choices: the educational options available in your day, or the system we have developed? Now, which one would you choose?" ■

— Art by David Clark

REVITALIZING THE DEPARTMENT CHAIR

Ten Recommendations to Make the Role More Attractive, Powerful, and Effective

by Richard P. McAdams

The role of the department chair is critically important, yet undervalued. As universities and colleges increasingly emphasize research and national reputation, the academic standards departments and individual faculty must meet become ever more daunting. And meeting higher standards demands strong departmental leadership. At the same time, ironically, departmental status and concerns with promotion lead many excellent faculty members to conclude that service as department chair is a career dead end, or at least a serious detour.

What can be done to make the position of department chair both challenging and attractive to our best faculty members?

In November 1995, Provost Al Pense appointed a Department Chair Task Force to study the position at Lehigh University. In his charge to that task force, he asked:

- What further incentives should Lehigh consider to make the position of department chair more attractive to talented faculty?
- Should Lehigh provide chairs with more training; if so, what kind?
- Should Lehigh consider assigning chairs more powers and responsibilities in the area of budget management? Salary determination? Other areas? If so, which ones?

Immediately, our task force recognized that the scope of discussion needed to broaden. During our first meeting, we agreed that enhancing leadership aspects of the position would offer the greatest incentive, and we identified specific strategies to emphasize such leadership qualities as vision, planning, and development of faculty and programs. We also identified strategies to address necessary management initiatives.

At the conclusion of our work, we presented our report to the provost and the Academic Affairs Committee of the Board of Trustees. It included the following nine specific recommendations (accompanied here by brief commentary) designed to empower chairs to have a more significant impact on the achievement of the university's mission.

OUR RECOMMENDATIONS

Leadership Dimension

1. Approve a new job description that places a greater emphasis on the leadership aspects of the chair position rather than on its management tasks.

The job description we recommended (see box) explicitly requires chairs to develop a vision and mission for the department, and to proactively plan for positive change to enhance the department, both within the university and in the wider academic world. It also enumerates management competencies, which are necessary but not sufficient criteria for effectiveness as a chair at Lehigh.

2. Promote greater autonomy for department chairs in the day-to-day operations of their departments — principally through greater control of their departmental budgets.

The leadership potential inherent in their position can be realized only if department chairs are delegated significant amounts of authority and responsibility. Chairs need early confirmation of budget amounts for the coming academic year, and authorization to carry over unspent funds into the next budget year for specific projects or capital items.

3. Promote leadership excellence for department chairs through an ambitious program for chair orientation and continuous development.

Richard P. McAdams is assistant professor of educational leadership at Lehigh University, Mountaintop Campus, 111 Research Drive, Bethlehem, PA 18015-4793; rpm4@lehigh.edu. He was chair of the task force described in his article.

We recommended that several campus-wide meetings for chairs be held during each academic year around issues such as faculty development and evaluation, staff motivation, and program development and evaluation. Department chairs should have a major role in developing the agendas for these sessions. Chairs also should be supported to attend regional and national conferences specifically targeted toward building their skills and competencies (for additional detail on this recommendation, see the box "Chair Development and Support").

4. Facilitate the integration of the departmental goal-setting process with the goals of the individual colleges and the Lehigh University Strategic Plan.

The new leadership expectations for department chairs imply that chairs will play a more prominent role in college-wide goal setting, and will be able to more closely align the vision for their own departments with the overall mission of the university.

Management Dimension

5. Provide ample administrative and clerical support to department chairs to enable them to concentrate their energies on the higher-level leadership functions of their positions.

Department chair members of the task force reported having to devise varied methods for dealing with their administrative burdens. We recommended that appropriate remunerated administrative assistance be provided to all chairs. The needs in this area vary greatly among departments; to determine the degree of administrative assistance needed in each case requires careful analysis.

6. Develop an appropriate and equitable compensation system for department chairs.

Current compensation practices for department chairs vary among departments throughout the university. The committee recommended that all chairs receive at least a ten-month contract by the 1997-98 academic year. The year-round nature of a chair's responsibilities is set forth in the existing manual for chairs and is inherent in their duties. Indeed, the chair position involves substantial responsibilities over the summer months. With this in mind, eleven-month contracts for department chairs should become the university norm as soon as practicable.

7. There should be a formal annual meeting between the dean and each chair to discuss the progress of each department in achieving its

Excerpt from the task force's report

POSITION DESCRIPTION: DEPARTMENT CHAIR

The chair oversees the operation and evolution of a department — the fundamental academic unit within the university. In doing so, the chair has two broad areas of responsibility: leadership and management.

The chair guides the long-range development of the department within the context of university and college plans. The chair ensures that the department's evolution resonates with external changes in the discipline, and that the department maintains a sense of place within the university and in the broader context of higher education. To do so, the chair needs to maintain contact with alumni, with the departmental Visiting Committee, with chairs of related departments, and with other professionals in the field. Chairs should attend national meetings annually to facilitate interaction with other chairs in their discipline. The chair provides the primary voice for a department's vision and development to students, administration, alumni, and donors.

A chair has numerous opportunities to shape the vision and evolution of the department. Fundamental to activities that ultimately enhance a department's stature and competitive position is development of a strategic plan that defines a clear sense of direction. The successful chair is able to build faculty and student support for the plan even though it may move the department toward unfamiliar intellectual ground. The chair articulates the department's goals and needs within the university, and works with the Development Office to advance the department's programs externally. Because a department's reputation is built upon the quality of its faculty, the chair must take an active role in faculty hiring and in post-recruitment faculty development.

The chair manages the department. Carrying out this responsibility, the chair oversees, directly or indirectly, the daily progression of teaching, research, and service within the department. It is the responsibility of the faculty, under the chair's leadership, to see that students are adequately prepared for access to a useful professional life. To this end, the chair, in conjunction with the department's Visiting Committee, provides the dean and provost with program plans and estimates of resources needed to carry out the functions of the department.

The chair's particular management functions are many. Responsibility for some of these functions may be delegated to other faculty, an associate chairperson, departmental academic coordinator, or budgetary officer, as appropriate. The functions include: oversight of undergraduate and graduate programs (curricula, advising, student recruitment, and instructional assignments for both faculty and teaching assistants); budget planning and accounting; programmatic and budgetary coordination with other academic units including departments, centers, and institutes; equipment procurement; oversight of building maintenance; supervision of safety programs; and communication with the department's Visiting Committee. The chair has sole responsibility over department personnel issues, including faculty evaluations, reviews, reappointments, promotions, and tenure decisions; support staff evaluations, reviews, and promotions; and salary administration for both groups. ■

During our first meeting, we agreed that enhancing leadership aspects of the position would offer the greatest incentive, and we identified specific strategies to emphasize such leadership qualities as vision, planning, and development of faculty and programs.

Excerpt from the task force's report

CHAIR DEVELOPMENT AND SUPPORT

Support for the department chair should strive to enhance the chair's effectiveness in his/her leadership role and in the managerial and administrative aspects of the position. "Growth of each of Lehigh's departments on a national level will only be achieved if chairs have the opportunity to devote a sufficient portion of their attention to long-range planning and the development of their departments. This requires opportunities for chairs to benchmark their performance and that of their departments in both external and internal educational contexts." The breakfast meetings for new chairs are a valuable first step in the internal professional growth process. Other steps that should be taken are:

1. Support for chairs to attend at least one national meeting to interact with other chairs in their field. This will provide valuable insights to chairs regarding the stature of their department on a national level as well as objectives and practices at their peer departments. This should be required as part of a chair's position description. Incentives for Lehigh chairs to host meetings of this nature, even on a regional level, are also recommended.

2. An annual department chair retreat with presentations by nationally noted speakers should be part of the chair development process. Speakers should include representatives from major national funding agencies as well as authorities on management and/or administrative practices. A breakout or workshop format could also be used to explore opportunities for interdepartmental collaboration and interdisciplinary funding opportunities.

3. From an internal perspective, Lehigh should sponsor at least one meeting per semester for its department chairs to discuss matters of mutual interest. The meetings would provide a forum for chairs to talk among themselves and with Lehigh administrators about common operational issues – effective hiring, dealing with Visiting Committees of the Board of Trustees, mentoring new faculty and assisting senior faculty with career redirection, generating discretionary funding – and about strategies which individual chairs have discovered for dealing with them. Presentations by chairs on activities or operational procedures they use for addressing these issues would be a regular part of these meetings. This activity essentially provides continuity with the "new chairs" meetings and would provide for a cross-fertilization of good ideas for department operation and development among all departments on campus.

4. The current level of administrative support for chairs varies widely among departments. In some cases the amount of routine paperwork which the chair has to administer threatens to make the position little more than that of a manager. Therefore, we recommend that some degree of remunerated administrative assistance be provided to all chairs. Depending on the size and composition of the department, such assistance might take the form of an assistant to the chair (staff position), an associate chair (faculty position), or a departmental coordinator. The duties assigned to this assistant will differ according to departmental needs, although personnel issues should still remain the purview of the chair. Remuneration for faculty who provide such assistance could be in the form of extra compensation, release time, or both, as is the case in some of our peer departments at other universities. ■

goals. A more extensive review should take place every three years, at the time of the reappointment of a chair for a new three-year term.

Chairs should be evaluated in terms of their own performances and the progress of their departments toward set departmental goals. The review criteria should include the chair job description and the specific goals established by each department for the current year. Each college and department should provide for faculty input into this evaluation.

The review process should be expanded every third year of a department chair's term to include data gathered from the wider university community, including input on departmental performance from students, staff, and alumni, as well as a more detailed review by the department's faculty. External peer review by similar departments in other universities could also be a part of this third-year review, as should a self-evaluation by the department chair. Such an extensive evaluation process facilitates the decision whether to reappoint an incumbent chair.

8. Establish periodic opportunities to celebrate the achievements of individual departments within the college or university community.

Recognition of exemplary departments is closely related to the evaluation process. The task force recommended that each year several departments be celebrated for their especially notable achievements as a department. Such recognition could take the form of a yearly citation or a plaque presented by a high-level university official at one of the scheduled department chair meetings called for in our report. One or two department chairs also should be invited to each regular Academic Affairs Committee

BEST COPY AVAILABLE

Our experiences demonstrate that a proactive administration and a collaborative faculty can respond successfully to seemingly intractable challenges.

meeting to report on significant departmental activities and achievements. Each year one or two of these departments should be selected to make a subsequent presentation to the full Board of Trustees.

9. The Department Chair Task Force should be chartered for one additional year to serve as a transition to a more permanent mechanism for implementing the recommendations of the committee.

The task force asked to be authorized to meet again during the next academic year for the major task of creating a permanent group — a standing faculty committee or a chairs' forum. That new group will plan the annual meetings and retreat called for in the report, and support and assist in Lehigh's implementation of the report's other recommendations. This group should regularly coordinate its activities with the provost and should report periodically to the Academic Affairs Committee.

PROGRESS REPORT

The Department Chair Task Force presented its report to the Academic Affairs Committee of the Board of Trustees in June 1996. The report was very well received, and we were immediately chartered to continue our work for an additional year — thus fulfilling recommendation 9.

By September 1996, Provost Pense had met with his Provost's Council (the deans of Lehigh's four colleges) to discuss the remaining eight recommendations. In October 1996, he reported to the Academic Affairs Committee the results of the Council's discussions: complete acceptance of the following recommendations:

1. Chair job description.
3. Chair orientation and continuous development.
4. Integration of department and colleges/university goals.
6. Chair compensation system (ten-month contracts have already been implemented).
7. Annual, more sophisticated chair/department evaluations.
8. Recognition of departmental achievements.

The provost and deans supported the rationales for recommendations 2 and 5, but said that much more discussion of them is necessary before we can expect a mutually agreeable resolution. Such a reaction is not surprising, since recommendations 2 and 5 deal with major redistributions of power and money within the university and imply significant allocations of new financial resources. Also, the portion of recommendation 6 dealing with the possibility of eleven-month contracts has yet to be addressed. This is another issue with significant financial implications.

The Chairs React

We met as a task force several times during the fall 1996 term to refine our original recommendations and to plan for the conversion of the task force to a permanent committee of department chairs. Up to this point, only the four department chairs on the task force (of twenty-nine chairs on campus) had been involved in formulating the recommendations. Our task now was to present those recommendations to all the department chairs, explain their rationales, and determine whether or not Lehigh's other department chairs were interested in forming the permanent committee called for in recommendation 9.

Initially, of course, the chairs were somewhat skeptical about the administration's commitment to the recommendations; and, naturally, they were reluctant to form one more university committee that might or might not prove useful. The task force report was sent to all chairs in November 1996, and a meeting of all chairs to discuss the recommendations was scheduled for December 1996.

This December meeting was attended by twenty-four of the twenty-nine Lehigh chairs. The provost was also present to convey his commitment to the recommendations and to the concept of a permanent committee of department chairs. A very thorough and healthy two-hour discussion ensued, featuring the questions, comments, and suggestions of the chairs in attendance. **An additional recommendation, that a department chair serve on the Board's Academic Affairs Committee, received unanimous support.**

By the end of the meeting there was consensus that the chairs, as a group, both endorsed and appreciated the work of the task force during the past year. The group agreed unanimously that a seven-member permanent committee should be established, and elections will be held early in 1997. This new committee will be expected to monitor and assist in the implementation of the task force recommendations already accepted by Lehigh's administration. It also will work with the provost and deans to address recommendations 2 and 5, dealing with the redistribution of power and budgets, which will require careful thought and analysis.

A Positive Experience

Our experiences demonstrate that a proactive administration and a collaborative faculty can respond successfully to seemingly intractable challenges. In this initiative to revitalize the role of the department chair at Lehigh, there is every indication that the provost's initial goal to enhance the position's role and status will be met and even surpassed. ■

AAHE Bulletin

March 1997 Volume 49 Number 7

Service-Learning in the Disciplines

An interview with monograph series editors Robert Bringle and Edward Zlotkowski

BY TED MARCHESE

Why Campuses Are Turning "Green"

Environmental stewardship brings ecological, economic, and educational rewards

BY NAN JENKS-JAY

College President Turned CEO

Crossing cultures

BY ROBERT IOSUE

TOUR POSTPONED

AAHE NEWS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **Service-Learning in the Disciplines**
An interview with Robert Bringle and Edward Zlotkowski, volume and series editor of AAHE's new monograph series by service-learning practitioners writing for their disciplinary peers.
by Ted Marchese

7 **Why Campuses Are Turning "Green"**
Benefits from students, faculty, staff, and campuses becoming environmentally responsible are ecological and economic, not to mention educational.
by Nan Jenks-Jay

10 **Crossing Cultures**
A retiring campus president gets the chance to test his suspicion that running a college was much tougher than running a company.
by Robert V. Iosue

Departments

13 **AAHE News** . . . conference updates . . . new assessment publication . . . tour postponement . . . peer review meeting . . . and more

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
March 1997/Volume 49/Number 7

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* (vacant). *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

91

Cover by CLN Associates. Printing by HBP
Cover concept by Dever Designs

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

BEST COPY AVAILABLE

SERVICE-LEARNING IN THE DISCIPLINES

Having students perform community service as an integral part of their coursework helps them develop broader social and political awareness. The trick is to customize that "service-learning" so it supports learning . . . in your discipline . . . in what you teach.

Bringle Zlotkowski

an interview with Robert Bringle and Edward Zlotkowski

by Ted Marchese

AAHE *has undertaken a multiyear initiative to enrich service-learning practice. The primary activity of the initiative is an eighteen-volume monograph series to be released over 1997-98 entitled "AAHE's Series on Service-Learning in the Disciplines." The first volume was released this month. (For more on the series, see the box at the end of this article.)*

As its title implies, the distinguishing characteristic of the Series is that the contributors to each volume are scholars writing for peers in their own discipline. This disciplinary context is critical to making service-learning work — and to interesting faculty in trying the pedagogy. Across the volumes, theoretical essays illuminate issues of general importance to educators interested in a service-learning pedagogy; pedagogical essays discuss the design, implementation, and outcomes of specific service-learning programs.

For this Bulletin *interview, AAHE vice president Ted Marchese visited in January with Edward Zlotkowski, the editor of the series, and Robert Bringle, coeditor with Donna Duffy of Middlesex Community College, of the coming volume in Psychology. Zlotkowski is professor of English at Bentley College and founding director of the Bentley Service-Learning Project; currently, he also is senior associate at AAHE. Bringle is associate professor of psychology at Indiana University Purdue University Indianapolis and director of its Office of Service Learning. — Eds.*

MARCHESE: Bob, when did service-learning hit your radar screen?

BRINGLE: I believe it was 1980. The National Council on Aging sponsored demonstration projects to get college students involved with geriatric and elderly populations. . . . I'd been part of a study group on gerontology, and we received a grant to try service-learning in a psychology of aging course.

MARCHESE: Did they call it "service-learning" then?

BRINGLE: Actually, yes. The term goes back before 1950, I learned.

MARCHESE: So, what happened?

BRINGLE: It was serendipitous; we found that service-learning is a very powerful form of pedagogy. As part of the course, we

BEST COPY AVAILABLE

had students visit homebound elderly persons. Students became quite engaged in the lives of these individuals, and it had a large impact on the students' thinking about themselves and the energy they brought to coursework.

MARCHESE: Interesting report . . . how about data?

BRINGLE: Evaluation was part of the project from the start. We had a comparison group, a pre-test and post-test design, and measures of knowledge of aging as well as attitudes toward the elderly and the student's own aging. Statistically, the results showed effects on the students' attitudes, but we were also struck that so many students told us they came out of the course with a different, deeper sense of themselves . . . some changed careers because of the experience.

ZLOTKOWSKI: From a liberal learning perspective, the fact that students made the connection between studies and their own lives is the significant outcome.

MARCHESE: Ed, you've been teaching twenty-five, twenty-six years . . . how did you come upon service-learning?

ZLOTKOWSKI: Several years ago, I moved from a liberal arts faculty to an institution that has a very strong business focus. I found there that I couldn't take the same things for granted, that institutional and student attitudes were different. That led me to experiment with courses that might give me more opportunity to have some kind of impact on students not predisposed to the English, German, and Latin I had been teaching. And that led me to an interdisciplinary course intended to push students on the mental models they bring to their learning and personal lives. I found that students had very strong preconceived notions about poverty and wealth, about who is poor and who is wealthy. My questions were a teacher's: How could I open minds here? How could I impact their learning in this unit of the course? It was purely a pedagogical undertaking from the start.

MARCHESE: And you did what?

ZLOTKOWSKI: In Fall 1989, I prepared and sent students out to work in a homeless shelter. The educational returns were a revelation to me. The quantity of written work produced and the quality of classroom comments jumped up, and carried over into the rest of the course even when we'd left the topic of poverty. This one step, I saw, had set something powerful in motion.

"The educational returns were a revelation to me. The quantity of written work produced and the quality of classroom comments jumped up, and carried over into the rest of the course even when we'd left the topic of poverty. This one step, I saw, had set something powerful in motion."

MARCHESE: What then?

ZLOTKOWSKI: I became interested in whether the same idea would work in other courses, with other instructors. Within a year, five of my colleagues at Bentley tried it, with similar results. Then we discovered that other people had been doing this for years and it had a name, "service-learning."

BRINGLE: By the early 1990s, the movement to expand service-learning was being spurred on by Campus Compact and the new Corporation for National Service. In Fall 1994, inspired by it all, I decided to integrate service-learning experiences into the introductory psychology course I was teaching.

MARCHESE: Did it work as well as in the advanced course you described earlier?

BRINGLE: Frankly, it wasn't as powerful, though it was gratifying in other ways. What I learned from the experience is that different courses require different approaches, and that the pedagogy demands attention to details . . . but those details aren't overwhelming.

MARCHESE: Did you look to the literature for explanation or help?

BRINGLE: Yes. The National Society for Experiential Education had a set of volumes by Jane Kendall that was helpful to me; Campus Compact also has useful publications. For my own teaching, the most helpful event was to attend a Partnership for Service-Learning workshop led by Ed Zlotkowski. Ed provided me a better understanding of the pedagogy and alerted me to the classroom "details" I needed. His work also provided a model for the administrative work on service-learning that I was beginning.

ROOTED IN THE DISCIPLINES

MARCHESE: Only a tiny fraction of all faculty will experience such a workshop.

ZLOTKOWSKI: That fact, among others, became the starting point for this monograph series.

BRINGLE: Higher education needed a literature genuinely useful to faculty, focused on where we work and what we teach.

ZLOTKOWSKI: "Where we work" matters because so many of the "models" for service-learning have little reference to institutional type or student situation. What works for a community college may be undoable in a comprehensive university, for instance. All of our monograph authors, I think, have been keenly attuned to context.

An even bigger stumbling block comes up in workshops all the time. That is, faculty will focus in on my disciplinary background and say, "That's all well and good for you folks teaching composition or comparative literature, but I teach — !" There's a rightness to their reaction: Teaching philosophy isn't the same as teaching organic chemistry. If I handed a general article on

service-learning or even a collection of course syllabi from various disciplines to an accounting professor at Bentley, she'd likely not do anything with it . . . it would be too easy to dismiss. It would lack a recognizable disciplinary context, details and specificity an accounting teacher could do something with.

MARCHESE: Bob, as an editor of one of these monographs, something about the idea must have clicked for you.

BRINGLE: It made sense to me to develop the disciplinary base of the pedagogy. There are certain elements of service-learning that are generic to which you must pay attention. But it requires creativity to match a service activity to course objectives, an instructor's style, and an institutional setting. A richer set of examples or models, with details about how and why decisions were made, I thought, would be a big help in stimulating the natural creativity of faculty.

ZLOTKOWSKI: In developing the pedagogy by field, we could also invite the national disciplinary associations to co-create this new knowledge base with us. The American Psychological Association, the National Council of Teachers of English, the American Political Science Association, the American Chemical Society . . . just about every learned society we approached wanted to contribute. Or led us to authors.

MARCHESE: Bob, at times I hear these monographs sounding like "teaching tips," at others I hear you talk of developing the "disciplinary base of the pedagogy." Explain.

BRINGLE: Both elements are present. That is, as we've discussed, there's material on doing service-learning in particular courses, the lessons learned from that, and how to think creatively about your own teaching.

But the second part is what the discipline has to offer to service-learning. My discipline, Psychology, for example, has well-developed bodies of knowledge about attitudes, motivation, cognition, and so on. So we have psychologists writing chapters that analyze service and service-learning in terms of social cognition, helping behavior, developmental theory, and therapy.

MARCHESE: Psychologists also have long-standing interests in evaluation.

BRINGLE: Yes, because we're empirically oriented and want to know the effects of our work, psychology faculty also have much to offer on measuring outcomes, experimental design, as well as the theoretical context within which to interpret what might go on in a student's service experience.

"It made sense to me to develop the disciplinary base of the pedagogy. There are certain elements of service-learning that are generic to which you must pay attention. But it requires creativity to match a service activity to course objectives, an instructor's style, and an institutional setting."

ZLOTKOWSKI: In the Composition volume, service-learning becomes a way to ask, "What constitutes valid discourse?" "What are the discourse communities our students need to navigate?" In the Political Science volume, the pedagogy becomes a way to raise basic questions about citizenship and civic literacy.

Every single volume has managed to show not that the discipline is burrowing its way into its special identity but ways that point toward a scholarship of integration ... that contribute, from disciplinary footings, to a larger academic dialogue.

BRINGLE: For example, in the Psychology volume, one chapter takes the theory and research findings about expert vs. novice problem solvers and applies them to service-learning experiences.

MARCHESE: Remind me, Bob, . . . expert chess players . . . ?

BRINGLE: Expert chess players not only play the game better, Ted, they play it differently. The chapter's authors have taken that literature and asked, "Can we use that knowledge base as a means for developing protocols for novice and expert community problem solvers?" Dwight Giles, Janet Eyler, and Susan Root thereby provide a way to assess an important, intended outcome of service-learning.

ZLOTKOWSKI: For me, the key issue in these examples is that of expanding the circle of discussion about service-learning within disciplinary frameworks. General talk about the phenomenon carries one only so far. Universities are organized around, and faculty live within, disciplinary communities, and that's where we hope the next level of conversation can occur . . . in disciplinary meetings and journals, in departmental committees and colloquia . . . not by outside advocates but by people like Bob Bringle, who are committed to their institution and field and whose work is appreciated by academic colleagues.

BRINGLE: I don't have the idea, by the way, that service-learning solves all problems and everybody should do it. Just as not every course will involve a laboratory, for example, or has to require a term paper. My goal is that service-learning become a recognized way to bring about certain kinds of learning, that it be an integral part of a department's undergraduate program, and that it be appreciated as one of the valuable things we do for our students.

MAKING INSTITUTIONAL CHANGE

MARCHESE: Bob, now you direct IUPUI's Office of Service Learning. Has that assignment changed any of your thinking about all of this?

BRINGLE: I accepted the assignment a couple of years ago because I was looking for a new challenge, and I had a long history of work in curricular reform. But it was a big jump from worrying about classroom details to

thinking about all of this at the institutional level.

ZLOTKOWSKI: I had the same experience at Bentley . . . how to take what I and a few others were finding at the classroom level into the arenas of institutional policy. It was a problem that all my liberal education didn't prepare me for. Fortunately for me, in a business-oriented academic environment I found all kinds of colleagues who were versed in organizational theory and practice. I remember what a revelation it was, while coteaching a course with a management professor, to discover books such as Peter Senge's *The Fifth Discipline* and how excited I was to meet people who had thought carefully about translating knowledge and ideas into programs.

MARCHESE: You used some of those ideas to help bring about the tremendous growth in service-learning at Bentley.

ZLOTKOWSKI: I and others, yes. But later, when I looked around more widely, I couldn't find a lot of organizational strategizing going on in the service-learning field. So I thought that might be my contribution.

MARCHESE: Which led to the present monograph series.

ZLOTKOWSKI: You've seen now its two aims, both designed to bring the movement to another level of acceptance: resource development for individual faculty members, so they don't feel isolated or compelled to reinvent the wheel; and resource development for entire disciplinary groups, of all different kinds, so they don't feel their particular issues and priorities are being overlooked.

BRINGLE: It's important to emphasize that all this isn't necessarily new. We have numerous professional schools in my university and a lot of faculty members in them have experience with field-based learning. They tell me, "We're already doing that." Once that's acknowledged, we're able to talk about what new service-learning ideas can add to their curriculum. Another connection of value is with colleagues engaged in collaborative learning, general education, assessment, faculty roles, and so on . . . all of us are looking, in one way or another, to improve student learning.

MARCHESE: Ed, a lot has been written about the success of service-learning at Bentley.

ZLOTKOWSKI: In a given term, about 20 percent of Bentley's 3,200 students are engaged in service-learning. By now, every one of our undergraduate academic departments and more than 20 percent of the full-time faculty have sponsored service-learning initiatives.

MARCHESE: Bob, IUPUI is perhaps a more-typical institution than Bentley, but your effort is more recent.

BRINGLE: We started by offering stipends to faculty to develop a service-learning component in their courses. We also sponsor workshops for faculty, convene a statewide conference, publicize course opportunities among students, and put out a newsletter. After three years, more than forty service-learning courses exist, across twelve of the schools.

MARCHESE: I especially liked the tag line on IUPUI's flyer to students: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Gentlemen, thank you. ■

AAHE's Series on

Service-Learning in the Disciplines

In 18 monographs to be released over 1997-98, the Series goes beyond simple "how to" to provide a rigorous intellectual forum. Each volume in the Series details why and how service-learning can be implemented within a specific discipline, and what that discipline can contribute to the pedagogy of service-learning.

- course models in a rich conceptual context
- discipline-specific . . . educationally inclusive
- representative of a wide range of individual interests and approaches
- substantive discussions, supported by research
- professionally and morally challenging

Each Volume –

- edited and authored by scholars in the discipline
- theoretical essays and pedagogical essays, annotated bibliography, program descriptions

Price includes shipping.
List: $28.50 ea.
AAHE Member: $24.50 ea.
Bulk prices available.

Order from: AAHE Publications Department, Box SL2, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073 or 462-7326.
Payment (F.I.D. #52-0891675) All orders must be prepaid by check, credit card, or institutional purchase order, except AAHE members may ask to be billed ($50 max). Price includes shipping to U.S. destinations via UPS.

Need help with your order?
Call 202/293-6440 x11.

Buy the whole set, or select from monographs in the following disciplines:

Spring/Summer 1997
- Accounting
- Composition
- Nursing
- Political Science
- Psychology
- Teacher Education

Summer/Fall 1997
- Communications
- Environmental Studies
- Medical Education
- Peace Studies
- Philosophy
- Sociology

Winter/Spring 1998
- Biology
- Engineering
- History
- Management
- Spanish

BEST COPY AVAILABLE

WHY CAMPUSES ARE TURNING "GREEN"

The benefits are ecological and economic, not to mention educational.

by Nan Jenks-Jay

The campus "green" is taking on new meaning. Where "green" once evoked an image of a grass-covered quad surrounded by stately trees and red brick academic buildings, today it is more likely to be associated with waste audits and energy efficiency, as colleges and universities embrace environmental stewardship and sustainable management of their campuses.

Compounded environmental degradation from past generations has brought today's global environment to a point where, many scientists believe, the well-being of future generations may well be severely eroded. That sobering thought poses tough questions for higher education: What role will it play in the future of the planet, as we prepare to enter the next millennium? In addition to teaching environmental literacy in their curricula, can institutions themselves operate in ways that protect environmental quality? The answer is definitely "yes!" . . . while producing positive educational, economic, ecological, and regional benefits, not to mention good public relations.

Many campuses have already turned "green," and others are finding the resources they need to begin. At a recent international, interdisciplinary conference on "Greening of the Campus" at Ball State University, workshops illustrated how institutions across the United States and in Canada and Australia are achieving ecological and financial benefits. The mix of administrators, faculty, facilities managers, and students engaged actively in discussions that continued on into the hallways following each session. And they returned to their own institutions inspired and informed by new techniques and strategies for greening their own campuses.

In addition to teaching environmental literacy in their curricula, can institutions themselves operate in ways that protect environmental quality?

Other sources include the Heinz Family Foundation's "Blueprint for a Green Campus: The Campus Earth Summit Initiatives for Higher Education" and the Nathan Cummings Foundation's "The Class of 2000 Report: Environmental Education, Practices and Activism on Campus."

Nan Jenks-Jay is director and Hedco Chair, Environmental Studies Programs, at the University of Redlands, 1200 E. Colton Avenue, PO Box 3080, Redlands, CA 92373-0999. jenksjay@uor.edu.

Both guide colleges and universities in adopting environmentally sound practices and environmental curricula to become sustainable institutions.

Action All Over

Campuses going green represent all sectors and involve all levels of campus citizenry:

Student initiatives. Student groups are improving the environmental condition of their campuses by asking questions, then following up with fact finding, organization, and action. Practical advice and expert assistance is available from the National Wildlife Federation's "Campus Ecology Program"; its four regional offices help promote environmental practices at community colleges, colleges, and universities. Another resource is the U.S. Environmental Protection Agency's "Green Lights Program," now working with nearly eighty universities and colleges; its recent collaboration with George Washington University will make that campus a "Green University" model.

Course projects. Courses in departments of environmental studies and engineering frequently use the campus as a laboratory to study the institution's energy use, water consumption, air quality, food procurement, disposal of hazardous materials, and solid waste management. Both student initiatives and such course projects provide students

with valuable educational experiences in which they apply theory in practice while acquiring valuable knowledge and transferable skills. Students gain greater insight into how institutions operate and how, as individuals working in teams, they can begin to solve environmental problems. The work develops in them a sense of pride in knowing that they have contributed something positive to their own campus.

Physical plant and facilities. Confronted with tightened budgets, operations managers, who best understand how the institution really functions, increasingly are making cost-saving recommendations that are also environmentally friendly. Energy-efficient lighting, cogeneration from heating plants, and water-saving techniques are just three examples. Retrofitting old systems and installing new, more energy-efficient equipment are showing returns, particularly when institutions think in three-to-five-year plans instead of annual budgets.

Administrators. Mirroring society, high-ranking campus administrators are becoming more fiscally and environmentally conscious. The Association of University Leaders for a Sustainable Future is an organization of seventy-three North American college and university presidents committed to an environmentally sustainable future. With leadership and commitment from the top, green campus programs are more comprehensive, have longer-range goals, and are successfully integrated across internal institutional boundaries.

Eco Examples — Interinstitutional

After grappling with ways to effectively address environmental issues as a whole institution rather then piecemeal, the University of Kansas's executive vice chancellor established the position of "environmental ombudsman," to act as liaison to the academic, administrative, and operations units in order to facilitate improvements on campus. The position more than pays for itself each year through savings from its recommendations.

At Wisconsin's Northland College, the Environmental Council, which reports directly to the president, was developed "to infuse environmental responsibility into both the curriculum and overall operation of the institution." This top-down approach contributes to the success of Northland's "Zero Discharge" program to eliminate the discharge of toxic chemicals from campus into Lake Superior.

The president of Tufts University announced that all its graduates should be environmentally literate. To ensure that environmental education and protection became institutional priorities, Tufts developed the Environmental Literacy Institute and Tufts CLEAN (Cooperative, Learning, and Environmental Awareness Now). Professor Sarah Hammond Creighton's civic and environmental engineering students study the environmental impacts of operating a large university through the CLEAN program, which she also manages.

A model from Brown University developed after professor Harold Ward's environmental studies classes made impressive campus resource recommendations to the provost. The provost then created the position of "environmental coordinator" to identify resource conservation opportunities and reduce institutional barriers to conservation on campus. The president pledged that Brown would commit itself to environmental responsibility through the "Brown Is Green" (BIG) initiative, which almost immediately achieved annual savings of $57,019 from lighting retrofitting and $26,066 in avoided costs by installing low-flow water heads. The environmental coordinator, working with student projects and facilities operations, is currently involved in planning a new, energy-efficient science building.

Middlebury College, whose environmental program is the oldest in the country and the fourth-largest major on campus, recently took another step forward when, in his "State of the College" address, president John McCardell pledged to make Middlebury an environmentally aware campus. The vice president for administration and treasurer established the Environmental Council, which includes a member of the board of trustees, and the Council produced an extensive report, "Pathways to a Green Campus," that offers action-oriented recommendations and language for the college's mission statement to achieve the president's goal.

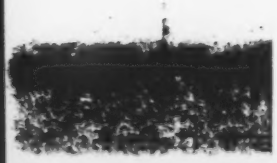
The University of Vermont just placed all environmental considerations, academic and operational, under the associate provost's leadership to ensure coordination among the many environmental efforts and programs proliferating across the university.

Eco Examples — Regional

Today, more institutions of higher education are looking beyond their own borders, to consider their role in regional sustainability. Colleges and universities can enrich their local communities, but they can also be a burden. Through "green campus" initiatives, the institution, the environment, and the region all benefit as more sustainable relationships develop. Responsible institutions are thinking more broadly and regionally about issues of food procurement, waste management, air quality, and water.

Students studying dining services at Hendrix College, in Arkansas, and Carlton and Saint Olaf Colleges, in Minnesota, led their institutions to purchase more locally grown products, which in turn contributed to their regions' agricultural economies. Going further, Bates College formalized local-food project recommendations in a college policy, which in turn catalyzed the formation of a local growers cooperative in Maine that supplies the college.

Colleges and universities produce tons of solid waste, much of which ends up in regional landfills. Campus waste audits often



are followed by campus recycling efforts and new policies to reuse products and reduce purchasing, which result in less trash. Not only do these ecologically responsible actions lengthen the life spans of regional landfills, but they also yield significant savings for the institution. After professor Steve Trombulak's environmental studies capstone course at Middlebury College conducted a comprehensive waste study and produced a report, "No Time to Waste," the college established a campuswide recycling program. Middlebury was recognized as statewide "Recycler of the Year" for diverting 57 percent of its annual waste to recycling or composting — saving the institution thousands of dollars, plus adding years to Vermont's regional landfills. Dartmouth College composts nearly 50,000 pounds of dining service waste, saving the institution $1,712 in landfill costs and another $9,702 in fertilizer over an eight-month period.

Student market analysis in a course at the University of Redlands revealed a local company recycling mattresses and selling the reconstructed product to universities and hotels at a lower price but comparable quality to new ones. The institution changed vendors, and the outcome is the removal of hundreds of mattresses annually from the waste stream and the purchase of recycled products supporting the regional economy. Institutions play a vital role in reducing waste as producers, and they can close the loop as consumers by purchasing recycled products. Because Redlands's vice president for finances asked the class to look more broadly at the university's trash situation, the new campus waste management program is closely linked to the city and county, which cooperate to achieve regional goals.

To decrease the problems of vehicular congestion, many institutions such as Princeton and St. Lawrence Universities have declared themselves "pedestrian" campuses or made themselves "bicycling-friendly," as the campuses of the University of California-Davis have. The new student center on the University of Redlands is designed to be pedestrian-accessible, not automobile-accessible, so it not only reduces congestion but has the greater regional impact of improving air quality in Southern California, as do the electric vehicles its physical plant operates and the bikeway system its environmental design studio course created.

In the West, where water conservation is critical to the region, the University of California-San Diego employs xeriscaping techniques — planting native, drought-resistant species, installing drip irrigation, and using mulching lawn mowers that leave trimmings behind — to conserve water and save money. On some campuses, water conservation is less an issue, such as Bowling Green State, which switched from disposable cups to washing glassware and saved $33,529 yearly, and Harvard University, which switched from disposable for a $200,000 yearly savings.

Meeting the Challenge

The collective results achieved by students, progressive facilities managers, new environmental policies, revised mission statements, and high-ranking leadership demonstrate that colleges and universities are recognizing that being environmentally responsible in their day-to-day operations not only enhances students' educations but has financial benefits and achieves regionally sustainable goals.

Ball State University's vice president for academic affairs, Warren Vander Hill, poses this challenge: "Universities and colleges have a responsibility to influence the environmental impact of campus resources and to plan strategically for viewing campuses in a systems context" and to encourage "both faculty and staff members to contribute their ideas on how the university might become a more responsible steward of its properties, a more efficient user of its resources, or in general terms be a better environmental manager."

His institution aims to make itself a "green model for society," while encouraging and supporting other campus communities to do the same: The upcoming "Greening of the Campus II," scheduled for September 1997, will again be held at Ball State.■

If You Want to Follow Up

Greening of the Campus II
Contact: Becky Armato, Ball State University, ph 317/285-2385, fax 317/285-2384. Website: www.bsu.edu/events/events2/green1

Heinz Family Foundation, "Blueprint for a Green Campus: The Campus Earth Summit Initiatives for Higher Education"
Website: www.igc.apc.org/cgv/blueprnt/homepage

Nathan Cummings Foundation, "The Class of 2000 Report: Environmental Education, Practices, and Activism on Campus"
Contact: Environmental Program, ph 212/787-7300, fax 212/787-7377, enviro@cummings.ncf.org. Website: www.2nature.org/ncf2000/index

National Wildlife Federation, "Campus Ecology Program"
Contact: 8925 Leesburg Pike, Vienna, VA 22184, ph 703/790-4318
Website: www.nwf.org/nwf/campus

U.S. Environmental Protection Agency, "Green Lights Program"
Contact: (toll free information hotline) 888/782-7937
Website: www.epa.gov/appdstar/green/glb-home

George Washington "Green University" Initiative
Website: www.gwu.edu/~greenu/

The Association of University Leaders for a Sustainable Future
Contact: 177 College Avenue, Medford, MA 02155, ph 617/627-3464, fax 617/627-3099, email ULSF@infonet.tufts.edu. Website: www.ulsf.org

BEST COPY AVAILABLE

CROSSING CULTURES

From college pres to CEO.

by Robert V. Iosue

Robert V. Iosue retired from the presidency of York College of Pennsylvania in 1991. He is CEO and vice chairman of the board of directors of York Graphic Services, Inc., a major prepublishing house for textbooks and journals at 3600 W. Market Street, York, PA 17404.

All college presidents think it. Some dare say it. I was among the some who only half jokingly told the many businesspeople on my board that heading up a college was so much tougher than running a business. "If we changed places," I told them, "your business would be alive and making money upon your return. And believe me, after one year at the college, you'd be happy to return to your business."

"I believe you," they would answer amusingly.

After forty years in higher education, as student, professor, dean, and for the last fifteen years as college president, I got my chance. I was on the board of a medium-sized, privately owned company (450 people), and when I retired as president of the college, my offer to put in a couple of days a week at the firm was accepted. Not long after, the owner took ill and asked me to step in as CEO.

So there I was ... one minute president of a respected independent, nonprofit college and the next CEO of a very much for-profit, highly regarded business. Few people have the opportunity to see, from the top, the differences between higher education and the business world.

Change of Pace

In business, the operative word is *must*, as in, "We must make that sale," or "We must meet that schedule." In higher education, the parallel word is *should*, as in, "We should review the music program," or "We should consider so-and-so for promotion." The distinction between *must* and *should* is not subtle, rather it connotes the very real difference in leadership styles needed to make the two operations successful.

In business, the CEO exercises raw muscle on short notice; in college, the president uses persuasion and guile to get things accomplished over longer periods of time. The CEO uses positional force, the president uses influence. Business leaders do not speak of constituents to be wooed, appeased, or won over, as do college presidents; higher education leaders do not issue directives, orders, or edicts, as do business CEOs. In all my years in higher education, I never once heard a dean, faculty member, or anyone else respond, "Whatever you say, Chief"; in business, it's common to hear it, or at least to feel the salute took place implicitly.

In business, there are weekly, even daily, goals that must be met. As one business colleague put it, "If you don't shave every day, you're a bum." In college, we have plans that "should" be achieved over some indeterminate period of time. The pace for getting results is infinitely faster in business. Both education and business have long-range plans that run for three to five years, with periodic reviews. But in developing these plans, the corporate CEO handpicks a few close upper-management types, reserves an out-of-the-way place for a few days, and they return with a complete and detailed long-range plan for the entire compa-

ny. In college, the president appoints a fairly representative committee with many subcommittees, consults with any and all constituents, reviews the countless drafts with everyone, and after months, even years, the trustees approve a long-range plan whose language can best be described as conciliatory. Having done both, I wish colleges were a little more expeditious, and businesses a little more democratic.

A Difference of Goals

Profit fuels the business engine; reputation keeps colleges from being derailed. Accordingly the governing boards of both business and education are shaped. Corporate board members are paid fees and more often than not are shareholders, who want to see sales grow along with the dividend and the stock. Many board discussions center around the question of how decisions will affect earnings. The prevailing view is, "We have a responsibility to our stockholders." Profit and self-interest are strong motivators in business.

On governing boards of colleges, these very same captains of industry shed their profit motives and delve into questions of quality of program and reputation and "stacking up" against the competition in enrollment, SATs, and athletics. While president I displeased one of my trustees, a highly successful and wealthy businessman, with a year-end report showing our college had a substantial profit ... or, as we euphemistically put it, an "excess of revenue over expenses." He would have been even more unhappy if the financials had been reversed, as every college president knows. Trustees of colleges give of their time and resources, and are not paid, thus enhancing society through vested interest.

Incentives, bonuses, and commissions are a staple of business. People who work in business are motivated by such emoluments, given quarterly or at year end for meeting prescribed and cleverly accelerating goals to open new accounts, grow existing accounts, cross-sell, reduce waste, increase productivity, cut maintenance contracts, and a hundred other laudable profit-making goals. Most of the ingredients that make up these intricate incentive plans are part and parcel of running a college, yet no college would pay its admissions officers a commission for each new student they enrolled, nor would the dean get a financial incentive for holding down the fraternity parties. Colleges hew to the well-honored tradition of a salary to do a job . . . end of discussion. Businesspeople understand the motivational force generated by profits; college people appreciate the social and ontological benefits of a nonprofit.

Who Are Our Customers?

Customers are crucial to a business. Whether selling services or products, the business must meet the customer's desires if at all possible. If a problem develops ... schedule not met, specs not adhered to ... often the company's top brass will pay the customer a special visit to salvage the account. "Satisfied customers" is the well-honored slogan. Colleges, on the other hand, refuse to define the student as customer. Nor are the specs of college teaching designed by the student or by parents, who pay the bill (nor by governmental agencies who chip in). Much like art, the content of courses and the programs that make up a degree are created principally by professors and administrators and are there for the offering. While a satisfied student is always a welcome event on campus, satisfying students is not predominant on a professor's mind. Indeed, if satisfying students were paramount, then exams would be extinct, as would early-morning classes.

Regarding schedules, it's difficult to overestimate their importance in business. When a company computer crashed late on a Friday night, we knew we had major headaches meeting a Monday deadline. We were a total of five hours late and almost lost the account. The worst winter storm ever recorded was no excuse. In college, the only comparable experience was trying to have a yearlong building project completed by the beginning of the school year. The consequences for missing the deadline were more humorous than serious, since I never got complaints about having a class or two cancelled. Indeed, two flakes of snow usually translated into four professors not making class, and scores of happy customers ... err ... students.

Slogans, like election-year promises, are plentiful and shal-

Businesses need to understand that the "fuzzy" thinking our 3,600 campuses excel at provides them with many of their ingenious ideas.

Colleges need to understand that the pragmatism practiced by business is neither shallow nor unworthy of some duplication.

low at your local business: "Knock-your-socks-off service," "Legendary service," "What they want when they want it," "The customer is king," "Effective people don't just do things differently ... they do different things," "You got to work smarter," "90 minutes ... 90 ideas," "Guerrilla marketing." Every day, some business guru coins the slogan du jour. Colleges eschew slogans for the simple reason that they are ... well, ... too slogan-y.

This points up an essential difference between a reactive enterprise and a reflective institution. The business world reacts, and reacts quickly lest someone else squeeze them out of an opportunity. If a reactive decision calls for reorganization and personnel changes, the decision is discussed with the absolute smallest number of people and then acted on. Colleges, on the other hand, reflect, contemplate, consult with everyone concerned and some who shouldn't be concerned, create committees, and generally spend an inordinate amount of time before acting, if indeed action ever occurs. In business, if downsizing is needed, a small group discusses it and an even smaller group implements it quickly. At colleges, there is consultation with the trustees, faculty, students, administration, staff, and alumni, all of which takes time. Lengthy advance notices allow deep feelings to percolate, often resulting in complaints about the process. In business, one very seldom hears complaints about the process; *action* is the process. In higher education, process is deemed more important than the results; *process* is the predominate action.

A Different Mindset

In business, an important goal is to have everyone pulling in the same direction. A recent business seminar focused on the way to "get your troops back into formation." Businesses thrive on upbeat "party line" news, even if it's exaggerated. "Managing Negativity in the Workplace" was the title of the latest executive seminar that crossed my desk. In college, divergent points of view are encouraged in the classroom and often spill over into faculty meetings and other forums. Colleges do not berate professors if they extol the virtues of contrariness. Colleges teach productivity but don't often use it. Businesses use it by way of edict, training, or system.

Businesses pay extraordinary amounts of money for the latest technology; colleges pay large sums for personnel ... mainly star profs ... and tons more for student aid. When tenured professors lets it be known many months in advance that they are thinking of leaving, or better yet, are being courted, they are catered to. At the very least, they are envied as having the horsepower to demand attention. Even presidents of colleges will let their name be dropped in the latest search, sometimes for leverage, sometimes to restore their battered egos. In business, if you look, you leave ... pronto.

In business, you spend most of your time with the client, the product, technology, and information related to all of the above. In college, you spend most of your time with people ... defined as various constituents. For example, as president of the college, I had to deal with my share of sexual harassment cases, each of which took a lot of time and involved a far-reaching protocol that ensured the campus's sense of fairness. As a corporate CEO, when I faced a sexual harassment case and tried to employ similar methods, I had everyone shaking their heads. Even the high-ranking women, who I expected to be sympathetic to my thoughtful and intricate process, wondered aloud why I wasn't more efficient. . . . I mean, it's been three days already! The message is, "Let's get on with our business."

In business, we narrow the mindset in order to focus on production and sale of a product; in college, we broaden a narrow mind. Common ground between business and higher education is not so much the goal as is to better understand our different cultures. Businesses need to understand that the "fuzzy" thinking our 3,600 campuses excel at provides them with many of their ingenious ideas. Colleges need to understand that the pragmatism practiced by business is neither shallow nor unworthy of some duplication.

And I need to confess that the CEO's work is easily as demanding as the college president's. ■

101

BEST COPY AVAILABLE

AAHE Assessment Forum
AAHE's Quality Initiatives

1997 Conference Update

Plan to participate in the 1997 **AAHE Assessment & Quality Conference,** *June 11-15,* in Miami Beach, Florida. Hear exciting plenary speakers **Lee Knefelkamp, Grant Wiggins,** and **Peter Ewell;** engage in collective inquiries with **Monica Manning, Pat Hutchings,** and **Barbara Walvoord;** and discuss a multitude of topics in concurrent and interactive sessions. Here's just a sampling that signals the richness of the offerings:

Sessions on "The Impact of Assessment on Student Learning in the Classroom and Curriculum" includes concurrent and interactive sessions on assessing service-learning programs, assessing writing and critical thinking, beyond portfolios, the online learning record, the capstone course, and taking values seriously.

"The Impact of Quality Improvement on Institutional Effectiveness" includes concurrent and interactive sessions on assessment and continuous quality improvement, connecting institutional assessment with CQI in planning and budgeting, creating and nourishing a culture of continuous improvement partnerships, impacting quality while maintaining access, and combining quality and assessment in student affairs.

"The Impact of Assessment on Accreditation" includes concurrent and interactive sessions on "compliance or improvement?," themes for accreditation, how to develop accreditation self-study committees into effective teams, joining internal review with external accreditation, and self-study and accreditation as an impetus for improvement.

Knefelkamp

Wiggins

"The Impact of Assessment on Out-of-Classroom Learning" includes a preconference workshop (Assessing Student Learning Outside the Classroom), plus concurrent and interactive sessions on applying professional standards in the assessment of educational quality, from assessment to action in student affairs, graduate follow-up surveys, successful collaboration between academic and student affairs, helping to ease the first-year transition, and using student satisfaction assessment data to impact institutional planning.

The quality of the program will be augmented by the quality of the locale: the Fontainebleau Hilton Resort & Towers boasts sandy beaches, a grotto swimming pool, and a two-mile boardwalk. You will have opportunities to visit local higher education institutions and to enjoy Miami.

AAHE members will soon receive their Preview and registration information by mail. For additional copies for your colleagues, or any questions about the conference, call Millie Domenech (x21), project assistant, mdomenech@aahe.org. See you in Miami Beach!

AAHE Assessment Forum

Assessment Workshop

The AAHE Assessment Forum has arranged for AAHE members to register at a special reduced rate for an assessment workshop sponsored by the Pennsylvania State University and the University of Arizona's Centers for the Study of Higher Education, NASPA, and AAHE. The "Assessment Workshop for Student Affairs Professionals" takes place *April 3-5,* at the Hotel Park Tucson & Conference Center, in Tucson, AZ.

This workshop focuses on five main topics: an overview of assessment in challenging times, assessment strategies, report development, the ethics of assessment, and the future of assessment. Workshop leaders are **M. Lee Upcraft** and **Patrick Terenzini** of the Center for the Study of Higher Education at Penn State, with help from **Barbara Cambridge** of the AAHE Assessment Forum and **Doug Woodard** and **John Levin** from the University of Arizona. AAHE members pay a reduced registration fee of $350, including Thursday lunch, all breaks, and conference materials. Hotel accommodations are $85 for a single, with breakfast included.

For information or to get a registration form, contact Penn State at 814/865-5917 or fax 814/865-3638. Information and a schedule are also available on the Penn State website: www.psu.edu/research/irp/cshe/conf2.

Publications

Publications Opinions Needed!

AAHE is looking for members and other customers to volunteer to participate in an informal Publications Focus Group. Group members would periodically be sent materials via email or fax and invited to offer feedback about planned or upcoming publications, marketing and advertising strategies, etc. perhaps once a month. The materials might be a couple of questions to answer in reaction to draft copy for a brochure ... possible titles for a publication ... pricing schemes ... al-

(continued on page 14)

Bulletin

April/1997 Volume 49/Number 8

Faculty Service Enclaves

Moving toward the "service culture" ideal

What Higher Education Can Do To Get Better Teachers Into Our Schools

It's Margaret Miller

AAHE's next president

■ NEW ASSESSMENT DIRECTORY

■ AAHE NEWS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

BEST COPY AVAILABLE

In This Issue

3 **Faculty Service Enclaves**
These units of collective faculty activity can be powerful forces for grassroots change toward the "service culture" ideal.
by Sharon E. Singleton, Catherine A. Burack, and Deborah J. Hirsch

8 **What Higher Education Can Do to Get Better Teachers Into Our Schools**
A window of opportunity opens for higher education and its faculty.
by Carol F. Stoel

12 **Margaret (Peg) Miller Will Be AAHE's Next President**
The Board of Directors makes a decision.

Departments

14 **AAHE News** . . . conference updates . . . Academy information . . . new assessment publication . . . and more

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
April 1997/Volume 49/Number 8

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440, fax 202/293-0073. *President:* (vacant). *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Production assistance provided by Capital Prepress. Cover by CLN Associates. Printing by HBP
Cover concept by Dever Designs

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

BEST COPY AVAILABLE

FACULTY SERVICE ENCLAVES

Offering the protected conditions necessary for ideas to develop, yet isolated in indifferent, even hostile campus environments, such units of collective faculty activity can be powerful forces for grassroots change toward the "service culture" ideal.

by Sharon E. Singleton, Catherine A. Burack, and Deborah J. Hirsch

In a study that began in 1995, the New England Resource Center for Higher Education set out to assess institutional structures supporting faculty professional service, defined as *work based on the faculty member's knowledge and expertise that contributes to the outreach mission of the institution*. Eventually, we focused on seven institutions that seemed particularly supportive.

Given the positive portrayal of service in their mission statements, strategic plans, and presidential initiatives, we expected to find model institutions — institutions with clear service orientations or cultures. By "service culture" we mean a general commitment to service, demonstrated by the *language and actions* of top-level administrators and the campus culture, reward structures, and level of institutional support. In such a culture, faculty service work is the strategic expression of the institution's service mission. Only a few institutions approximated a service culture.

Instead, what we mostly found

Sharon Singleton (left) is program associate, Catherine Burack is project director, and Deborah Hirsch (right) is associate director at the New England Resource Center for Higher Education (NERCHE), University of Massachusetts Boston, Graduate College of Education, Boston, MA 02125-3393; nerche@umbsky.cc.umb.edu. A full account of the study described in abbreviated form here is scheduled to be issued by NERCHE as a Working Paper in June 1997.

About the Study

- The seven selected institutions were (in Connecticut) Trinity College and the University of Hartford; (in Massachusetts) Bentley College, Lesley College, Salem State College, and the University of Massachusetts Boston; and (in Rhode Island) Providence College.
- Interviews were conducted with chief academic officers, deans, department chairs, faculty, directors of centers and institutes, and heads of service-learning programs.
- Sponsored by NERCHE's Program on Faculty Professional Service and Academic Outreach, comprising three projects to increase the capacity of institutions to support service; to help faculty develop the skills to initiate and sustain service activities; and to advance documentation and evaluation of faculty service work.

was an enormous amount of collective activity: groups of faculty and staff working together on service initiatives in the community. Unlike isolated and often invisible individual faculty initiatives, these service groups were visible. They took several forms: *schools and colleges*, such as education or health; *centers or institutes*, with a specific outreach mission; *departments*, such as applied social sciences; and *institutional partnerships*, such as with a K-12 system or municipality.

At institutions where the level of commitment to service was high, these groups thrived in productive collaborations with the external community. However, at other institutions, where those conditions did not prevail, the groups found themselves struggling for resources and support while at the same time carrying out their service projects.

In contrast to a service culture, we call these groups "service enclaves," a notion that captures both the *protected* conditions necessary for ideas to develop and the *isolation* of groups that exist in indifferent, even hostile environments. Service enclaves occur when there is an articulated institutional commitment to service but institutional involvement with service activities is unplanned and haphazard. This is demonstrated by symbolic support and physical resources, but little attention to the inclusion of service in policies and rewards. Such groups support the outreach activities of the faculty within them, but are marginalized within the institution because of their emphasis on service (as opposed to research and teaching).

Ideally, a campus with an expressed commitment to service would work toward developing a service culture. But change in any institution is a gradual process, mediated by the values and beliefs of its unique institutional context. There is no easy recipe for making faculty professional service a more significant institutional priority. Becoming a culture that embraces service can happen gradually and incrementally.

It is in this way that service enclaves can be a powerful force for grassroots change. In our research we see indications that service enclaves — if there are enough of them on a campus, and if they are deliberate about collaborating with other units in the institution — have the potential to move a campus toward a service culture.

SIX EMPOWERING TRAITS

As we examined these service enclaves, we found that while their configurations varied, they all functioned with a high degree of collaboration among the individuals involved. They also shared six characteristics that enabled them to be functional, vital, and tied to the stated mission of the college or university in ways that individual, isolated faculty service initiatives did not. Those characteristics are leadership, flexibility, institutional support, consistency with institutional mission and culture, integration with research and teaching, and visibility.

At institutions where the level of commitment to service was high, these groups thrived in productive collaborations with the external community.

Leadership

In the enclaves we studied, we found three different types of leadership contributing significantly to the enclave's ability to thrive and become part of the institutional fabric. We found these leadership types at the project, unit, and institutional levels. At each level, a different type of leadership was required to form, sustain, and institutionalize the enclave. In many cases, the same individual or individuals played more than one leadership role.

Entrepreneurial leadership is necessary to initiate and carry out a service initiative. This type of leadership most often occurs at the project level. For example, the chair of the Law Department at Bentley College approached the state's attorney general's office with an idea for a student-run consumer action line to help the community deal with problems with area businesses while providing a learning setting for professional students with training in mediation.

Entrepreneurial leadership is necessary, too, in locating funding sources and writing grants. Where institutional support is minimal, service enclaves often feel a profound sense of impermanence, and they must devote considerable time to garnering resources.

Advocacy leadership most often occurs at the unit level from a director, dean, or department chair — that is, "where the rubber meets the road" for faculty. These leaders provide resources to encourage faculty service, support involved faculty, and connect the service to the institutional mission and the reward system. The dean of the school of Education, Nursing, and Health Professions (ENHP) at the University of Hartford, for example, is the common thread for many, varied programs within that school. His personal commitment is evident in the number of service activities run out of his office. To encourage his faculty to share responsibility for service, he recently created an Office of Community Involvement to link community initiatives and make connections to each of the school's divisions, and a Coordinating Council of division chairs plus representatives from each service project.

In a traditional research-oriented setting, advocates play an especially important role. For example, at Trinity College, the

BEST COPY AVAILABLE

dean of the faculty and the chair of the sociology department have supported the community-based scholarship of one faculty member in an environment that values traditional research over action research.

Symbolic leadership at the institutional level by a president or provost shapes the institutional culture as one that is supportive of and committed to faculty service and outreach. Symbolic leadership from the central administration can be the most important of the three types, critical in broadening the concept of what constitutes scholarship and in conveying the seriousness with which the institution regards service. The president of the University of Hartford, for example, has worked to develop an image of his institution as literally "the university of Hartford," by discounting tuition for local public school graduates and personally initiating community projects.

Flexibility

This trait is critical to the success of a service enclave. Community needs often arise suddenly, and they require creativity, innovation, collaboration, and quick response time. For example, the Center for Peaceable Schools at Lesley College began as a faculty response to requests from public school teachers for assistance with a specific problem: how to deal with children's distress over the violence of the Gulf War. Two Lesley faculty members with expertise in early childhood education immediately set up a hotline, and invited other teachers and community activists to collaborate on projects using nonviolent conflict-resolution skills.

Because support of service enclaves is typically tenuous, the trait of flexibility is important in obtaining and deploying resources, too. Faculty members in one sociology department, for example, were creative in getting a project office — they got funding for graduate assistants for their project, and with graduate assistants comes office space.

Institutional Support

This is a critical measure of an institution's investment in service. For service enclaves to function at all requires a minimum threshold of support. Groups that receive greater support are less encumbered by the constant pursuit of resources that siphons time away from the work of the project. Institutional support for service, including meaningful rewards for participating faculty, not only demonstrates a conspicuous commitment to this important work and all of its constituents but works to promote the institution's self-interest in terms of educational experiences for students, research possibilities for faculty, plus good publicity.

Support can mean many things: provision of office space and student assistants, operational support, released time, seed money, clearly defined criteria for service in promotion, tenure, and review guidelines. Enclaves situated in institutions with palpable service cultures and strong leadership are more likely to receive significant and long-term institutional support.

Sometimes support comes at the unit level, such as a school or college. At the University of Hartford, for example, its ENHP dean created a number of structures that reflect his belief that service is a valuable part of the scholarly process, including revised promotion and tenure standards, which specify "substantial activity in service and scholarship." There is also seed money for ENHP faculty who undertake service projects, and the potential of securing released time.

Enclaves receiving institutional money to support staff and programs are sometimes resented by other campus members who worry about the allocation of resources. One center director laid some of the responsibility at the door of the centers themselves, observing that campus members "don't have sufficient information about institutes' and centers' roles and contributions to the community."

Institutions, too, have to be creative in the ways they make their commitment to service conspicuous — so as to avoid or minimize resentment from resource-poor departments and units. Combining the financing of enclaves with other institutional areas is one way. Where enclaves overlap with departmental focuses — in teaching and research, for example — sharing of resources, information, and expertise can benefit all involved. The Engineering Applications Center at the University of Hartford, for example, combines the functions of an academic unit, generating numerous research opportunities for faculty and students, with several other capacities. Through contracts with industry, the center creates employment opportunities for faculty and students and generates money to cover its operating costs, support student research, and update equipment.

> However, at other institutions, where those conditions did not prevail, the groups found themselves struggling for resources and support while at the same time carrying out their service projects.

Mission and Culture

The congruence between the work of the enclave and the unit's or institution's mission is an important variable for supporting, encouraging, and rewarding faculty work in the community. At Lesley College, originally established as a teacher-training institution, the culture is compatible with community service. "There is more emphasis on service and teaching than on research," said one Lesley respondent. "Students see professors putting their ideas into action and trying them out with real teachers in schools."

Sometimes the fit is good, sometimes not. One center was awarded a high-profile grant to develop an institute based on service and service-learning. But participants spoke of feeling ghettoized within the institution, viewed suspiciously by other members of a campus where service was understood to be an expression of virtue that was demeaned by public recognition. In spite of such a culture, the center is making inroads, actively reaching out with faculty-development seminars and workshops.

Situating service work within a defined place, rather than diffusing it throughout the institution, can be problematic. At another site, the service mission of the institution was carried out through specific institutes and schools, which were either marginalized within the institution or viewed with suspicion as consumers of valuable resources. In addition, top-down efforts to refocus an institutional mission to emphasize service can be thwarted by a long-established culture of research with which faculty identify.

Sometimes it is the service groups themselves who see themselves operating outside the culture. Even in institutions where a lot of service activity takes place, we observed (as have others) a kind of "counterculture" mindset on the part of those doing the service, in which they pit themselves against the culture of the host institution as they perceive it. They see themselves as renegades, or they associate marginality with doing creative, flexible work. This raises an issue for colleges and universities wishing to institutionalize service: how to ensure that service work will continue once it's seen as "of the culture" rather than against it.

Integration With Teaching and Research

If institutions are going to free scarce resources for faculty service, the *academic value* of the work needs to be made very clear. A distinguishing characteristic of all service enclaves was the ability of their participating faculty to articulate the intrinsic relationship between service activities and teaching and research. It is these links to teaching and research that tie service to the mission of the institution.

Faculty in the College of Public and Community Service at the University of Massachusetts Boston are obliged to connect their research to the school's community outreach mission. One faculty member talked about how her collaborative work with public school students affords her the opportunity to enrich her research and also to inform her teaching about adolescent development: "You are able to live it as well as study it, and students can test out models and theories that you present in class." In that college's culture, service engenders teaching, which in turn engenders research and more service.

A faculty member in the sociology department at Providence College explained how his service activity had transformed his teaching: "It has enriched my understanding of topics in sociology that I teach about and has improved the way I can teach students. It allows me to get students to understand civic responsibility, stereotyping, etc. Service has allowed me to see another text, the lived experiences of the people we are serving."

In enclaves such as institutes or centers that employ staff to carry out much of the service work, it is sometimes difficult to get many faculty involved. One institute director, working hard to involve more faculty, is concerned that the talent mobilized to deal with community problems hasn't always been faculty talent. He cites as a problem the tension between the needs of the practitioner and the scholar: A practitioner might need a problem to be addressed *this week*, while an academic works on a different timetable. He added that although it's difficult for centers to get involved in university governance, they offer possibilities for changing the faculty reward system by presenting alternative ways for faculty to engage in scholarship.

The relationship between service and research is a thorny one because of the privileged position that traditional research holds in the academy and its importance as a measure of faculty performance. In general, service initiatives are considered valuable to a faculty career as long as they are clearly related to research and generate publications. Faculty trying to combine their service with research confront a number of obstacles, including time, the research tradition, documentation, and rewards. While faculty at one center are writing about pedagogy, the impact of service on students, on curriculum, and on their own work, this "action research" — often not valued and enormously time-consuming — does not usually result in publication in mainstream refereed journals. At another institution with a strong traditional research tradition, faculty who wish to do action research related to their service activities are concerned about how such research would be evaluated for tenure and promotion. Salem State College addresses this by defining scholarship more broadly and accepts action research in its review process.

Another untenured faculty member discussed her experience with developing a series of training workshops for public school faculty. The series "did not count much with the promotion and

> Service enclaves that do not enjoy the same credibility as other academic programs often are scrutinized more harshly by campus members.

tenure committee, but it did pay off with regard to professional papers that were generated as a result." She summarized, "People are suspicious of community service because it is a time eater. But it is the community where my ideas come from. Service is fine as long as you get publications out of it."

One respondent pointed out an additional dilemma, noting that "service can invigorate teaching and lead people down new avenues of research," but it can be a "diversion" from doing good research: Faculty can get too caught up in the "nitty gritty" of the service work and lose sight of the larger, generalizable concepts. This is where the role of good documentation and criteria for the evaluation of service is critical.

Visibility

For service enclaves to become part of their institutions, they must be deliberate about reaching out to the institutional community. Today's fiscal uncertainties bring on anxiety about job and program security, pitting campus programs against one another. Service enclaves that do not enjoy the same credibility as other academic programs often are scrutinized more harshly by campus members. This makes deliberate efforts at internal visibility all the more important. Many of the service enclaves generate newsletters and other publications aimed at in-house audiences; however, an academic culture that marginalizes service often dismisses them. Achieving positive visibility on campus can require a more diversified approach.

This makes deliberate efforts at internal visibility all the more important.

Frequently, service enclaves provide direct services to their institutions. Each spring, the Center for Business Ethics at Bentley College, for example, offers a program in which eight Bentley faculty are trained to incorporate ethics materials into their courses. In addition, the center holds annual conferences and workshops, and makes speakers available to Bentley classes.

At the University of Hartford, ENHP has been deliberate about internal visibility, actively engaging in outreach to the campus community. It has gained the support of the central administration, in part because it is innovative with cross-discipline collaborations and assessment, and it is successful at bringing in revenue. Noted one respondent, "Fifteen or twenty years ago, our programs would be held up as second-class citizens. Now people don't feel like that. . . . We're part of the system."

CONCLUSION

Institutions can use service enclaves as a mechanism for grassroots institutional change. Highly institutionalized service enclaves had a marked effect on the service culture of their institution. We saw evidence of this in the fact that other departments or colleges used the enclaves as a model of how to support faculty better who engage in service; campus promotion and tenure guidelines were altered to consider service due to the work of faculty in the enclaves; and institutional strategic plans included mention of service as scholarship.

Several themes are worth noting for those trying to move their institutional culture toward service. First is the necessity of taking an honest appraisal of where the institution sits with regard to service. Ernest Lynton's "Ten Questions for Departmental Discussion" (in AAHE's 1995 *Making the Case for Professional Service)* provides an excellent overview of issues that institutions must address: types of outreach activities, congruency with the mission of the university/ school, consistency of the service activity with notions about research and teaching, and measures or criteria for evaluating scholarship.

Second, once an institution makes the assessment, it must take deliberate steps to strengthen service enclaves. Institutions should develop strategic plans to tie service to the mission through specific policies and initiatives, form committees to coordinate interdepartmental service initiatives, and create or expand institutes or centers. However, as colleges and universities make plans to institutionalize service, they must address the issue of how enclaves can retain their flexibility and autonomy, while remaining unencumbered by bureaucracy.

Third, faculty members, used to working in isolated and often invisible ways, may need support to develop collaborative skills and time to be able to reflect and assess their work. Ways to make service work visible, to include students, to span disciplines, to assist faculty and community partners in accessing university resources, and to link service to other forms of scholarship are all areas deserving of institutional support.

Finally, we must emphasize again the importance of leadership. Among the six characteristics of service enclaves cited, leadership emerged as most critical to strengthening enclaves and building a service culture. Entrepreneurial leaders are needed to initiate service projects, symbolic leaders set the tone of the institution's culture by reminding the campus community that service is a valued part of the institution's mission, and advocates enable faculty to carry out this important work.

It is when all of these elements are in place that an institution moves from service enclaves to a service culture. ▫

What Higher Education Can Do To Get Better Teachers Into Our Schools

A window of opportunity opens for higher education and its faculty.

by Carol F. Stoel

Carol Stoel is director of AAHE's Projects Linking Higher Education & Schools, cstoel@aahe.org.

Not in thirty years has higher education been in such a good position to improve America's elementary and secondary educational system and the teaching our children will receive. According to the National Commission on Teaching and America's Future, over the next decade America will need to hire more than two million new teachers, due to growing school enrollments and retirements by teachers, into a workforce that is currently just three million strong. Nearly every one of these new hires will be trained at a college or university. The opportunity is there to remake — in relatively short order — the teaching force for America's schools. Let's seize it — by setting high standards for teacher preparation, working with prospective teachers on campus and in the schools, and taking advantage of the growing availability of technology.

Not since the early days of the War on Poverty, which saw rapid growth in Head Start and Upward Bound, has the national agenda been so focused on education. The President's recent budget calls for major new efforts at recruiting, developing, and helping to induct new teachers, and Congress seems to support that agenda. State legislatures all over the country are looking to higher education to help improve the quality of their schools.

College students are once again interested in teaching careers. Last fall's CIRP Freshman Survey (conducted by HERI, www.gse.ucla.edu/heri/) reports that interest in teaching on the part of college entrants is at a twenty-three-year high: Some 10 percent now express interest in teaching in elementary or secondary school, compared with just 5 percent in 1982. College students also report greater interest in helping others, and tutoring is at an all-time high.

The demand for teachers is already on the rise, if unevenly distributed. By 1998, some 52 million students will be enrolled in America's schools, more than ever before; the Department of Education projects that number will reach 55 million by 2002. Demand for teachers is most evident in states where the youth population is increasing most rapidly. In fields such as elementary education, physics, chemistry, mathematics, and special/bilingual education, teacher shortages are already widespread. In urban and rural communities, which always have trouble recruiting teachers, these shortages are acutely felt.

Education Reform/ Standards

Teacher preparation is the critical piece of the education reform agenda missing — until now. It was missing from the 1983 report *A Nation at Risk*, which alerted the nation to the dismal condition of our schools . . . from the call in 1989 by President Bush and the nation's

governors for National Education Goals . . . and from the tidal wave of activity that has produced standards in all the key curriculum areas.

Standards exist today in mathematics, science, English, history, geography, civics, foreign languages, and the arts. In many states, these standards are being used to build curricular frameworks and assessments to measure what students know and are able to do. Achieving the goal of success for *all* students, not just the minority for whom a college prep education has traditionally been available, will depend on how well students measure up to these standards. And good teachers are critical to achieving that goal.

Teachers, too, will be expected to know not only *what* the standards require but also *how* to enable students to meet them. The pressure is on for teachers to work more effectively with a more varied pool of students. The National Commission on Teaching and America's Future says that "what teachers know and can do is the most important influence on what students learn, and recruiting, preparing, and retaining good teachers is the central strategy for improving our schools" (*What Matters Most*, p. 6; see **Resources**).

Some states have already recognized the significance of this challenge. They are rethinking how teachers are recruited, prepared, inducted, and provided continuing support in the teaching profession. National efforts are under way to help this process along. The Commission, for example, plans to implement its recommendations in twelve states; the Council for Basic Education, in cooperation with other educational organizations (including AAHE), is also developing new campus initiatives (see **Resources**).

What Is Higher Education's Role?

Colleges and universities, too, must help ensure that future teachers are equipped to meet the challenges of high standards. In one of Albert Shanker's last articles, he wrote, "Rising expectations about what all students should know and be able to do, breakthroughs in research on how children learn, and the increasing diversity of the student population have all put significant pressure on the knowledge and skills teachers must have to achieve the ambitious goal demanded of public education at the end of the twentieth century" ("Quality Assurance," *Phi Delta Kappan*, November 1996, p. 220).

For almost all new teachers preparing themselves to meet the needs of tomorrow's schools and students, higher education is the last stop before the classroom. When they graduate, they must be able to understand in depth the requirements of the new state standards and be equipped to help students satisfy them. To achieve this, teachers need a broad base of knowledge in the discipline they'll teach; a grounding in teaching methods alone is not enough.

Some states have already recognized the significance of this challenge. They are rethinking how teachers are recruited, prepared, inducted, and provided continuing support in the teaching profession.

But what would bring colleges and universities to make the needed changes in how they prepare teachers? Sheer good intentions are a strong motivating force; but there's now also pressure from state legislatures and growing competition from alternative training institutions. The Chicago Teachers' Union, for example, has just launched the Jacqueline B. Vaughn Graduate School for Teachers, an Illinois-chartered private institution of higher education, to develop teacher-leaders.

Many higher education faculty members and administrators would like to support good teacher-preparation programs but feel themselves too removed to know how to help; others believe the task should properly be left to the "teacher-ed folks." But education departments cannot do the job alone. Teacher preparation is the work of everyone who comes in contact with a potential future teacher. More than ever today, we need to encourage our best and brightest into teaching and to support that choice with our strong endorsement.

Ten Steps to Take Now

Every college and university has a role in preparing teachers, and every faculty member and administrator can make a worthwhile contribution. If you are wondering where to start, here are ten suggestions for improving teacher-education programs at your institution:

1. **Begin by learning a few critical facts about the teacher preparation at your institution — and within your department.** How many teacher candidates are there in your institution? What requirements must they meet? Usually, those requirements are spelled out quite clearly. Ask which courses teacher candidates take in *your* department, as majors or to meet their general-education requirements. Are they the type of courses elementary and secondary teachers will value over their careers? What new kinds of coursework could you offer that would better prepare teachers for lifetimes of teaching and learning?

Traditionally, the general-education component of teacher education has been overlooked, even though good teachers depend on that broader knowledge base to create intellectually challenging learning opportunities for students. But the new standards expect students to do more than learn facts and memorize processes. If students are expect-

BEST COPY AVAILABLE

ed to integrate knowledge and know how to use it, their teachers must be able to teach them how to work and think in similarly complex ways. Future teachers must learn to do this through their general-education programs as well as in their major.

Learn whether your institution requires a test for entry into its teacher-education programs. Institutions should consider adopting Albert Shanker's recommendation that "rigorous tests in the core subject areas of English, mathematics, science, and social studies should be prerequisites for entering teacher training in the way that medical schools use demanding tests" (p. 221). Such high standards would attract teacher candidates who are looking for challenge.

Bring together faculty from K-12 and from your campus by subject area to discuss your state's academic standards. Seek to align state academic standards, which spell out what is needed in the school classroom, with your institution's teacher-preparation program. Such alignment ensures that teachers are prepared to teach effectively to the standards. Encourage faculty to examine state assessments in their disciplines to see what children will be asked to understand and be able to do. Unless teachers themselves have a conceptual understanding of what children are expected to know, they cannot help those students perform well on these high-stakes tests. Ask faculty what experiences college students receive in their academic coursework that prepare them to work this way.

Recognize that teacher education is the state's business. Because states license their teachers and regulate the programs that prepare them, it is essential to learn what your own state requires. Although it can seem complicated, learn from colleagues in teacher preparation what requirements teachers must fulfill to be licensed in your state, and how these requirements compare with those in other relevant states.

Use the National Board for Professional Teaching Standards (NBPTS) to guide your teacher-education programs. The NBPTS certifies expert teachers according to a set of standards developed by educators. Teachers submit portfolios, case studies, and other pertinent information to make the case that they qualify, and they are judged by peers. NBPTS teachers are expected to know their subjects and how to teach them to students. Each subject and grade level has its own standards by which teachers are evaluated. The NBPTS standards convey important information to those on campus who are interested in improving teacher-education and professional-development programs; the standards can also be used in developing graduate-level programs (see **Resources**).

Gather feedback about and from graduates of your teacher-education programs. It is important to know how well your students are doing in the work world. Do they receive high

Resources

Council for Basic Education
This independent nonprofit, membership organization promotes a curriculum strong in the basic subjects — English, history, geography, government, mathematics, sciences, foreign languages, and the arts — for all children in the nation's elementary and secondary schools. CBE is a leading advocate for development of high academic standards in K-12 education.

For more: Council for Basic Education, 1319 F Street, NW, Suite 900, Washington, DC 20004-1152, ph 202/347-4171, fax 347-5047, www.c-b-e.org

National Board for Professional Teaching Standards (NBPTS)
This independent, nonprofit, nonpartisan organization has as its mission to establish high and rigorous standards for what accomplished teachers should know and be able to do; to develop and operate a national, voluntary system to assess and certify teachers who meet these standards; and to advance related education reforms for the purpose of improving student learning in American schools.

For more, including copies of its standards and assessments: NBPTS, 26555 Evergreen Road, Suite 400, Southfield, MI 48076, (toll-free) 800/22-TEACH, www.nbpts.org

National Commission on Teaching & America's Future
The Commission's mission is to provide an action agenda for meeting America's educational challenges, connecting the quest for higher student achievement with the need for teachers who are knowledgeable, skillful, and committed to meeting the needs of all students. The Commission is dedicated to helping develop policies and practices aimed at ensuring powerful teaching and learning in all communities as America's schools and children enter the twenty-first century. In September 1996, it published a report, *What Matters Most: Teaching for America's Future.*

For more: National Commission on Teaching & America's Future, Teachers College, Columbia University, Box 117, 525 W. 120th Street, New York, NY 10027, ph 212/678-3204, www.tc.columbia.edu/~teachcomm

Schools are desperate for teachers who are technologically able. You will be doing your teacher candidates a great service by making sure they are technologically literate and have learned to use a range of technologies.

marks from their colleagues and supervisors? Do they stay in teaching? What role do they play as teacher-leaders? How well do their students do on the new assessments?

Numerous states are implementing regular testing programs to see whether students are staying on target in meeting benchmarks. This feedback loop may help state education leaders, principals, and superintendents identify particular colleges and universities that fail to prepare teachers adequately.

7. **Help faculty develop a self-conscious attitude about the way they teach, to ensure that prospective teachers take the best teaching methods into their own classrooms.** We know teachers typically teach the way they were taught. This makes it especially important that a faculty member's pedagogical methods be appropriate to the discipline and encourage conceptual understanding of it. The principles of AAHE's Project on the Peer Review of Teaching, and Tom Angelo and K. Patricia Cross's "classroom assessment" techniques do double duty: By helping to enhance teaching in the college classroom, they eventually will improve the schoolroom.

8. **Insist that teacher candidates be prepared to use the new technologies.** Schools are desperate for teachers who are technologically able. You will be doing your teacher candidates a great service by making sure they are technologically literate and have learned to use a range of technologies. The National Commission on Teaching and America's Future reports that only eighteen states currently require some technology preparation for a teaching license, but *Education Week* found that new candidates who are well versed in technology are the first to be hired (July 10, 1996, p. 1).

Technology also can enhance a teacher-preparation program by bringing images of active schoolrooms and actual teaching into the college classroom, so students can see — and model — expert teaching. Unfortunately, education departments are often among the last on campus to make use of cutting-edge technologies — another factor you may want to take up with your colleagues.

9. **If you are thinking about restructuring, be prepared to make a commitment.** Restructuring teacher preparation is not for the faint of heart, particularly in this high-stakes environment of standards and assessments. Restructuring *is* for faculty and campus leaders who are ready for a challenge and willing to make a long-term commitment. As the numbers of poor and minority children in this country continue to grow, a long-term commitment to producing the most-qualified teachers, especially for urban and rural classrooms, becomes all the more important. Colleges and universities can provide moral leadership by actively insisting that only qualified teachers be hired and that teachers be produced both who understand how to teach diverse populations and who are personally committed to developing each child to his or her fullest capacity.

10. **Learn about and emulate institutions that are setting good examples.** For large numbers of higher education faculty to engage in reform of teacher education, campuses will have to make substantial changes in their personnel policies and begin to recognize participation in reform as appropriate intellectual work for faculty.

At the University of Texas at El Paso, for example, some new faculty hires in the sciences and mathematics are expected to help improve the training of public school teacher candidates, develop teacher-education programs to meet new state standards, and be able to help their peers incorporate current theories of teaching and learning in their discipline into their teaching. UTEP's College of Liberal Arts is tracking connections with teacher education for recognition and reward purposes.

Restructuring *is* for faculty and campus leaders who are ready for a challenge and willing to make a long-term commitment.

At Temple University, an engaged history department has developed a new world history course with "intending" teachers in mind; worked with practicing teachers; and worked on standards and restructuring efforts within the Philadelphia schools. At California State University, Northridge, faculty are engaged in a systemwide effort to revise teacher education, and are including issues of roles and rewards in the discussions. At the University of Southern Colorado, faculty are looking at post-tenure review policies to develop procedures that encourage involvement in teacher preparation and other K-16 work.

These and other campuses are taking steps to add legitimacy to the important task of high-quality teacher preparation. ■

Margaret (Peg) Miller Will Be AAHE's Next President

After a seven-month search, including interviews with members at large plus caucus and other Association leaders, the Board of Directors makes a decision.

The AAHE Board of Directors has named Margaret (Peg) Miller, currently chief academic officer of the State Council of Higher Education for Virginia (SCHEV), as AAHE's next president. The announcement was made March 16, at the Opening Keynote of the 1997 National Conference on Higher Education, in Washington, DC.

Miller succeeds Russell Edgerton, who served as president from 1977 until January 1997, when he joined The Pew Charitable Trusts as director for education programs. (For more about his decision to leave, see "Dear AAHE Colleagues," in the October 1996 issue.)

Miller will join the AAHE staff full time on July 1. An interview

First Words

At the National Conference, president-designate Peg Miller addressed the 1,300+ conference attendees —

As you might be able to deduce from my early educational history, I grew up in California. As a girl, I learned how to deal with the surf that makes the "Pacific" Ocean so badly named. I learned that there are two things that you can do with a wave: You can dive under it, and hope you go deep enough to prevent it from tumbling you tail over tea kettle. Or, if you can stay ahead of the crest, you can use its power to ride into shore.

The American Association for Higher Education gives us opportunities to capture the momentum in the turbulent and fluid environment we now live in. For the past twenty years, Russ, his wonderful staff, and the Board have been organizing the higher education community to meet wave after wave of challenges, just when most of us were *beginning* to notice that they were forming. They've motivated us to seize the difficult opportunities that have arisen, and they've provided a series of forums in which higher education's various and diverse constituents could come together, find a common language, and negotiate how we would shape our future.

So, although I thank the Board for the very great honor it has done me in choosing me to succeed Russ Edgerton as the president of AAHE, it is a daunting privilege. What makes it at the same time an exhilarating one is the knowledge that I'll be scanning the horizon for the forces that will be moving us in company with the best minds in higher education: the staff, Board, and members of AAHE. Together, I'm convinced, we can ride safely into shore.

Thank you, friends and colleagues. ■

with the new president will appear in a future *Bulletin*.

The Search Challenge

"AAHE's unique mission and mix of constituents posed a particular challenge in the presidential search," says AAHE Board Chair Barbara Leigh Smith, the academic vice president and provost at The Evergreen State College.

"We wanted someone who could work with all of AAHE's diverse constituents, who include faculty and administrators from many different types of institutions and organizations. Unlike most associations, AAHE does not serve a particular sector, institutional type, or job title. Instead, it aims to improve the quality of the higher education enterprise, especially undergraduate teaching and learning. Its programs have had a deep impact on higher education in the United States."

"The Board is unanimous and enthusiastic in its support of Dr. Miller. She possesses the right combination of skills, talents, and experience," says Smith, who also was chair of the ten-member search committee. (For the names of those committee members, see December 1996 "AAHE News.")

A Member Since 1987

"AAHE has always seemed to me to be higher education's most useful civic organization," says Peg Miller.

"For decades AAHE has brought together the most thoughtful constituents of higher education to address each major challenge facing us — how we can support and evaluate teaching, assess learning, deal with changing faculty roles, use the new technologies responsibly, ensure quality, and level the speed bump between K-12 and collegiate education — all in an era of constant change."

"By channeling the intellectual power of American higher education into self-reflection, AAHE's superb staff and Board have enabled that community to shape the future rather than being shaped by it."

Since 1986, Miller has been on the staff of SCHEV, the state agency charged with coordinating Virginia's thirty-nine public and forty-one independent colleges and universities. In her current role, she works with faculty and academic administrators and is responsible for the approval, review, and assessment of academic programs throughout the public university system of Virginia.

She has advised the university systems in Wisconsin, Maryland, and Puerto Rico on issues of quality assurance, and for the past ten years has been a regular featured speaker on assessment at numerous conferences, including AAHE's and those of the Education Commission of the States, the National Goals Forum, the National Governors Association, the State Higher Education Executive Officers, and the U.S. Department of Education.

Other topics Miller has addressed at national meetings and in articles most recently include indicators of institutional effectiveness, restructuring of colleges and universities, the new teaching technologies, changing faculty roles and rewards, faculty workload, tenure and post-tenure review, general education, and the university of the twenty-first century.

A Background in Academe

Before joining the SCHEV staff, Miller was an English professor and then a campus administrator at the University of Massachusetts at Dartmouth. She received her undergraduate degree from UCLA and did her graduate work at Stanford University and the University of Virginia, culminating in a doctorate in English from the University of Virginia.

She is married to Alan B. Howard, professor of English at the University of Virginia, where he runs the undergraduate and graduate programs in American Studies. ■

Presidential History

Peg Miller is the fourth AAHE president in the association's twenty-eight-year history as an independent organization, and the first woman. Can you name her predecessors?

Answer:
G. Kerry Smith (1969-1971), Dyckman Vermilye (1971-1977), Russell Edgerton (1977-1997).

AAHE Bulletin

May/1997 Volume 49/Number 9

The Campus as Learning Community

Seven promising shifts and seven powerful levers

BY THOMAS ANGELO

NRC and *U.S. News* Compared

BY EVAN ROGERS AND SHARON ROGERS

"New Manager Assimilation"

A process for building a new leadership team

BY IRA KRINSKY AND STEPHEN WEBER

■ BALLOT DEADLINE: MAY 26

■ AAHE NEWS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **The Campus as Learning Community: Seven Promising Shifts and Seven Powerful Levers**
Moving toward a more productive, more authentic form of academic community.
by Thomas A. Angelo

7 **"High Science" vs. "Just Selling Magazines"? How the NRC and *U.S. News* Graduate Rankings Compare**
by Evan Rogers and Sharon J. Rogers

11 **"New Manager Assimilation" Process**
A tool for building a strong and effective leadership team quickly.
by Ira W. Krinsky and Stephen L. Weber

Departments

14 **AAHE News** . . . conference updates . . . autumn quality workshop . . . TLTR highlights . . . and more

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
May 1997/Volume 49/Number 9

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* (vacant). *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Production assistance provided by Capital Prepress. Cover by CLN Associates. Printing by HBP
Cover concept by Dever Designs

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

BEST COPY AVAILABLE

The Campus as Learning Community

Seven Promising Shifts and Seven Powerful Levers

by Thomas A. Angelo

Over its history, American higher education has adapted and reinvented itself repeatedly in response to social, economic, and political changes. And it will again. Today, much as happened at the end of the nineteenth century and again after World War II, new ways of envisioning and organizing academic life are emerging, signs of another historic renewal of academic culture. This time around, however, the changes center less on building new institutional structures, redefining the curriculum, or expanding access, and more on the very heart of higher education — on improving teaching and learning.

In what was likely the most widely read higher education article of 1995, Robert Barr and John Tagg (see **Selected Resources**) characterize these changes as a shift from our current teaching-centered model of undergraduate education to a new learning-centered paradigm. As Barr and Tagg see it, the primary purpose of colleges and universities in this new paradigm will be to "produce learning," rather than to provide instruction, with traditional teaching only one of several possible means of bringing about the learning we want.

Although the word *paradigm* always makes me a bit queasy (Thomas Kuhn reportedly tried to withdraw the term from use late in his life), I think Barr and Tagg are right on target. One outcome of the paradigm shift will be the transformation of our colleges and universities, from the "teaching factories" or "educational shopping malls" they too often resemble, into authentic "learning communities."

Thomas A. Angelo is an associate professor of educational and psychological studies and director, Higher Education Program, University of Miami, PO Box 248065, Coral Gables, FL 33124-2040, tangelo@umiami.ir.miami.edu. *A version of this article previously appeared in the December 1996 issue of* The National Teaching & Learning Forum *<www.ntlf.com>.*

Collaboration, Connection, Community

The phrase may have a congenial ring to it, but what exactly *is* a "learning community"? Several definitions exist, but most center around a vision of faculty and students — and sometimes administrators, staff, and the larger community — working collaboratively toward shared academic goals in environments in which competition is deemphasized. In a learning community, faculty and students alike have both opportunity and responsibility to learn from and help teach each other. Faculty become less transmitters of information and more designers of learning environments and experiences, expert guides, coaches, and practicing master learners.

While there are many variations on the theme, learning communities typically feature purposive groupings of students, shared scheduling, significant use of cooperative and/or collaborative learning approaches, and an emphasis on connecting learning across course and disciplinary boundaries. For example, anywhere from 20 to 100 students may be enrolled as a cohort in a cluster of conceptually linked courses from diverse disciplines organized around a theme, such as "Body and Mind," "The Environment and Community Health," or "Schools and Families." Faculty explicitly design and teach these linked courses to foster coherence and connections. Students typically also attend a weekly group meeting facilitated by a peer advisor. Through coursework and meetings, students learn academic content *and* the learning and group-process skills needed for the shift from an individualistic to a cooperative academic culture.

But imagine extending this model beyond two or three courses, to transform an entire depart-

ment, program, school, or campus into a learning community. Now imagine not just students but also faculty working together as members of learning communities, collaborating on and connecting their teaching, scholarship, and service in meaningful ways. For some faculty, such campuswide learning communities would represent the fulfillment of long-held aspirations. Many hunger for the community of scholars they expected to find in academic life. The recent explosion of newsletters, books, conferences, listservs, and websites focused on teaching and learning is an indication of the depth of that longing.

Of course, a faculty's personal and professional fulfillment isn't reason enough to invest in learning communities. We must first ask how effective such communities are at producing student learning. The results to date are promising. Research done by Vincent Tinto and others demonstrates that learning communities can produce significant gains in student involvement, learning, satisfaction, social connectedness, persistence, and retention. These benefits accrue to "remedial" and "nonremedial" students in community colleges and research universities alike.

I'm convinced that developing a more cooperative academic culture is vital for our very survival. Just as employers consistently tell us that our graduates need well-developed teamwork skills to thrive in the workplace, faculty need to develop similar skills in order to prepare our students well. Within the academy's walls, real and virtual, we'll need better collaboration than we can currently muster to survive coming political and financial shocks. In the biggest of big pictures, if we're to cope with our planet's increasingly complex problems, we must educate highly effective teamworkers capable of making connections across all kinds of boundaries. And we must do all this much more efficiently at lower cost — or sacrifice hard-won gains in equity and access.

Fundamental Shifts

The challenge, then, is to improve both instructional productivity and learning quality to create productive learning communities. Realizing this vision will require several fundamental shifts in our standard operating procedures, moving us toward the "campuswide learning community" ideal I've described. The good news is that many promising shifts are already under way, and that powerful "levers" are available to hasten the transformation.

Space limitations preclude detailed discussion here, but let me offer a short list of seven positive shifts and seven proven levers we can employ to construct a more productive, learning-focused campus.

Shift 1. From a culture of largely unexamined assumptions to a culture of inquiry

Selected Resources for Making the Shifts . . .

1. To a culture of inquiry and evidence

Banta, T.W., et al. (1995). *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass.

Gardiner, L.F., C. Anderson, and B.L. Cambridge, eds. (In press). *Learning Through Assessment: A Resource Guide for Higher Education*. Washington, DC: AAHE.

2. To a culture of explicit, broadly shared goals, criteria, and standards

Brigham, S.E. (November/December 1996). "Large-Scale Events: New Ways of Working Across the Organization." *Change* 28(6): 28-37.

Stark, J.S., K.M. Shaw, and M.A. Lowther. (1989). *Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement*. ASHE-ERIC Higher Education Report, no. 6. Washington, DC: School of Education and Human Development, The George Washington University.

Walvoord, B.E., and V. Anderson. (November/December 1995). "An Assessment Riddle." Assessment Update 7(6): 8-9, 11.

3. To a teaching culture that applies relevant knowledge to improve practice

Gardiner, L.F. (1994). *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*. ASHE-ERIC Higher Education Report, no. 7. Washington, DC: School of Education and Human Development, The George Washington University.

McKeachie, W.J., et al. (1994). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 9th ed. Lexington, MA: D.C. Heath.

Menges, R.J., and M.D. Svinicki, eds. (1991). *College Teaching: From Theory to Practice*. New Directions for Teaching and Learning, no. 45. San Francisco: Jossey-Bass.

Pascarella, E.T., and P.T. Terenzini. (1991). *How College Affects Students: Findings and Insights From Twenty Years of Research*. San Francisco: Jossey-Bass.

4. To a broader, more inclusive vision of scholarship

Cross, K.P., and M.H. Steadman. (1996). *Classroom Research: Implementing the Scholarship of Teaching*. San Francisco: Jossey-Bass.

Hutchings, P., ed. (1995). *From Idea to Prototype: The Peer Review of Teaching, A Project Workbook*. Washington, DC: AAHE.

Rice, R.E. "Making a Place for the New American Scholar." (1996). New Pathways Working Paper Series, inquiry #1. Washington, DC: AAHE.

5. To an academic culture that attempts to realistically account for costs

Ehrmann, S.C. "The Flashlight Project: Spotting an Elephant in the Dark." Available on the AAHE website: www.aahe.org/elephant.

BEST COPY AVAILABLE

and evidence.

Much of our standard practice depends on implicit and often highly questionable assumptions. For example, our system of courses and credits assumes that all students learn all subjects at the same rate. . . . Typical general-education survey courses assume a "vaccination" model of learning, that a dose of Freshman Composition cures writing ills for the next three years. . . . Some diversity efforts assume that simply throwing very different students together in the same environment will lead to greater tolerance and appreciation of diversity.

Lever 1. Assessment. The assessment "movement" prods us to examine our assumptions by turning them into empirical, "assessable" questions. Could more students learn calculus well if we gave them more time? . . . Do students who succeed in Freshman Writing courses write demonstrably better in their other courses? . . . Does simple coexistence with diversity lead to more open attitudes? After more than a decade of effort, a wide range of assessment tools exists to help us find out what's broke, what isn't, and just how well our well-intentioned innovations are working.

Shift 2. From a culture of implicitly held individual hopes, preferences, and beliefs to a culture of explicit, broadly shared goals, criteria, and standards.

The notion of community implies shared goals and values that inform our decisions and actions. To get anywhere together, we first have to agree on the destination. To create meaningful learning communities, we'll need to develop shared goals for student learning outcomes, shared criteria for assessment and evaluation, and shared standards for measuring student and faculty success.

Lever 2. Goal-, criteria-, and standards-setting methods. Several methods for building broad agreement on goals, criteria, and standards have been developed in the corporate world and in K-12 education. Some of the most promising are TQM/CQI approaches such as "open-space technology" and "future search," and a method used in Writing-Across-the-Curriculum known as "primary trait analysis." Whatever the methods, the aim is to create common ground by developing trust, a shared language, and shared values.

Shift 3. From a teaching culture that ignores what is known about human learning to one that applies relevant knowledge to improve practice.

For far too long, most college faculty were uninformed about applicable research on learning and teaching, and far too many were dismissive of its potential value. Imagine if other applied professions, such as medicine or engineering, took the same dim view of research! Today, by contrast, many current and future faculty are interested in understanding and applying the research base.

Lever 3. The research and practice literature on teaching and learning. After more than fifty years of research in psychology, cognitive science, and education, there are some general, well-supported principles of teaching and learning to inform our professional practice. Recent books by Wilbert McKeachie, Pascarella and Terenzini, among many others offer useful research syntheses and practical related suggestions.

Shift 4. From a narrow, exclusive definition of scholarship to a broader, inclusive vision.

In his widely read 1990 book *Scholarship Reconsidered*, the late Ernest Boyer made a persuasive argument for broadening our vision of scholarly work from the traditional scholarship of discovery — research and publication — to include the scholarships of integration, application,

Guskin, A.E. (July/August and September/October 1994). "Reducing Student Costs and Enhancing Student Learning," parts 1 ("Restructuring the Administration") and 2 ("Restructuring the Role of Faculty"). *Change* 26(4): 22-29 and 26(5): 16-25.

Plater, W.M. (May/June 1995). "Future Work: Faculty Time in the 21st Century." *Change* 27(3): 22-33.

Zemsky, R., and W.F. Massy. (November/December 1995). "Toward an Understanding of Our Current Predicaments: Expanding Perimeters, Melting Cores, and Sticky Functions." *Change* 27(6): 40-49.

6. To a culture that encourages collaboration for the common good *and* individual advancement

Bruffee, K.A. (1993). *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore: Johns Hopkins.

Gabelnick, F., J. MacGregor, R. Matthews, and B.L. Smith, eds. (1990). *Learning Communities: Creating Connections Among Students, Faculty, and Disciplines*. New Directions for Teaching and Learning, no. 41. San Francisco: Jossey-Bass.

Goodsell, A., M. Maher, and V. Tinto. (1992). *Collaborative Learning: A Sourcebook for Higher Education*. University Park, PA: National Center for Teaching, Learning & Assessment.

Johnson, D.W., R.T. Johnson, and K.A. Smith. (1991). *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction.

7. To a model of higher education that is qualitative and transformative

Barr, R.B., and J. Tagg. (November/December 1995). "From Teaching to Learning: A New Paradigm for Undergraduate Education." *Change* 27(6): 12-25.

Campbell, W.E., and K.A. Smith, eds. (1997). *New Paradigms for College Teaching*. Edina, MN: Interaction.

Education Commission of the States. (1995). *Making Quality Count in Undergraduate Education*. Denver, CO: Education Commission of the States.

BEST COPY AVAILABLE

and teaching. Several factors, including the end of the Cold War and consequent decline in research funding, have spurred interest in changing the model.

Lever 4. The faculty evaluation system. Like everyone else, faculty tend to do what they are evaluated on and rewarded for. Therefore, the faculty evaluation system used for retention, tenure, promotion, and merit decisions is a powerful lever for redirecting time and effort. Inspired by Boyer's challenge, campuses throughout the country are working to develop ways to assess and value a broader range of scholarship. AAHE's Peer Review of Teaching project and its Forum on Faculty Roles & Rewards are two efforts to move this agenda "from ideas to prototypes." Among the most promising approaches for documenting and displaying scholarship currently being field-tested and refined are teaching portfolios and course portfolios.

Shift 5. From an academic culture that tends to ignore costs to one that attempts to realistically account for direct, deferred, and opportunity costs.

The "cost disease" threatens the health of higher education generally, and the very existence of many particular institutions. Yet, for the most part, we lack accurate information on the real costs and benefits of our programs and activities on which to base decisions. There's no general agreement, for example, on what the appropriate "unit" would be in a cost-per-unit accounting of learning. Without better accounting, in the broadest sense, we can't really determine our productivity, much less improve it.

Lever 5. New accounting models and methods. Innovations in accounting, such as activity-based accounting and full-costing, are beginning to be adapted and applied to academic units, informing our assessment and decision making. Inside the academy, leaders such as Alan Guskin, Robert Zemsky and William Massy, and Stephen Ehrmann are developing and disseminating new models, indicators, and measures of teaching and learning "productivity."

> Now imagine not just students but also faculty working together as members of learning communities, collaborating on and connecting their teaching, scholarship, and service in meaningful ways.

Shift 6. From a culture that emphasizes and privileges individual struggle for private advantage to one that encourages collaboration for the common good *and* individual advancement.

While it's critical to change the evaluation and reward systems for individual faculty and the testing and grading systems for individual students to encourage and reinforce community, it's also necessary to teach all involved how to work together effectively. Research has demonstrated that nearly all students learn more and better through well-structured, well-run group work than on their own, and that it particularly benefits the less privileged and less prepared. Consequently, I see the decision to employ — or not to employ — cooperative methods as an ethical choice, not simply an instructional one. And since research also indicates that group process is the major determinant of group effectiveness, we need to train both faculty and students in group-process skills.

Lever 6. Cooperative and collaborative education methods. A rapidly growing body of research on and practical expertise in these approaches can guide and inform our efforts. The National Center for Teaching, Learning & Assessment is one excellent source for recent materials. Books and articles by David and Roger Johnson, Karl Smith, and Kenneth Bruffee are also key resources.

Shift 7. From a model of higher education as primarily a quantitative, additive process to one that is fundamentally qualitative and transformative.

To many, higher education equals course taking and credit collecting, as if the simple adding up of experiences necessarily led to any significant learning. But just as no pile of bricks, however numerous, necessarily makes a building; no list of courses, however long, necessarily equals an education. All too often, however, students are awarded degrees primarily for persisting, and employers complain that our graduates lack basic skills and knowledge.

Lever 7. Competency-based, mastery learning. One way around this debasing academic "bean counting" is to decouple course taking and grades from degree granting. It would require that we define the competencies (what learners must demonstrably know and be able to do) that we most value, the core criteria for evaluating those competencies, and the standards for how well students must perform and then develop adequate means to assess them. In a productive, competency-based learning community, students could potentially demonstrate their mastery of some or most aspects of the curriculum without taking courses, but they could never become "certified" simply by taking courses.

Conclusion

The natural and necessary connection between competency-based learning and assessment brings us full circle, a transit that underlines the necessary connectedness of all these shifts. Progress toward a more productive, more authentic form of academic community will require movement on many fronts at once — many shifts propelled by many levers. ■

"High Science" vs. "Just Selling Magazines"?

How the NRC and *U.S. News* Graduate Rankings Compare

by Evan Rogers and Sharon J. Rogers

Evan Rogers is assistant director of strategic planning and policy analysis, Office of the Provost, Arizona State University, PO Box 872803, Tempe, AZ 85287-2803, evanrogers@asu.edu.

Sharon Rogers was until recently associate vice president for academic affairs at The George Washington University. She now is expanding her organizational development consulting practice within higher education and libraries. Contact her at PO Box 7640, Arlington, VA 22207, sroger7@ibm.net.

America's fascination with competitions and comparisons has long fueled a mini-industry of "top-ten" lists and "best of" guides for public consumption. Academe is not immune to this cultural phenomenon, witness the widespread dispatch of clerical assistants to haunt newsstands on the day the latest *U.S. News & World Report* or *Money Magazine* rankings are to be released. Despite oft-espoused disdain for commercially inspired rankings, academe's dirty secret is its own willing complicity in the reputational ranking game, having cooperated with — and eagerly awaited the results of — the National Research Council (NRC) rankings of doctoral programs that were released in September 1995.

Academics find this insider ranking game more comfortable and tolerable than instant public exposure at the newsstand. Their only lament has been that the NRC publishes only every ten years. Without glossy packaging and with very limited circulation — and all too easy to dismiss if disappointing, because, after all, they are somewhat dated by the time they arrive — the NRC rankings are considered an "assessment tool" in academic circles. Such lofty status is not afforded the upstart, entrepreneurial ratings that *U.S. News* and its ilk generate "just to sell magazines."

Academe's ambivalence toward rankings, particularly those of the commercial persuasion, was nicely illustrated in the November/December 1992 issue of *Change*. Although the editors published David Webster and Sherri Massey's article reporting the *U.S. News* scores and rankings for doctoral programs in six liberal arts disciplines, they also deemed it advisable to invite twelve readers, including a *U.S. News* editor, to comment on the article and the general proposition of ranking academic programs. In quantitative terms, two were for the rankings, one appeared uncertain, and nine were generally quite critical. Perhaps the most charitable comment was that the enterprise of ranking academic institutions is best saved for important things, like football and basketball teams.

But is it possible that a reputational study is a reputational study is a reputational study? Given the thriving condition of the ranking industry and academic confidence in the National Research Council, the immediate

question should be the validity and usefulness of particular rankings. At this point, we're beyond debate over whether the entire enterprise is inherently misguided or faulty. The question now is: Can the NRC and *U.S. News* rankings coexist as sources of valid and useful information?

Limitations of the NRC Study

Dare we admit that the NRC study of research-doctorate programs has major limitations? It does, in the following areas:

- The latest NRC study limited its focus to forty-one doctoral disciplines, ignoring professional master's and doctoral-level programs in fields such as law, medicine, business, dentistry, nursing, social work, architecture, library science, journalism, education, and public administration.
- The NRC conducts its studies only every ten years, a guarantee of maintaining only a rarefied market for the results. Parents, legislators, students, and other mere mortals can't wait that long. While it is true that few programs change dramatically from one year to the next, a ten-year hiatus may miss important changes in the relative quality of programs. Acknowledging this limitation, the most recent NRC survey asked respondents to evaluate whether programs had significantly improved or declined in the past five years, suggesting that more frequent rankings are desirable.
- The NRC time frame from data collection to dissemination is quite long, long enough to provide some basis for those discomfited by their standing in the rankings to contend the results are dated and no longer valid. *U.S. News*, by contrast, publishes ratings based on data often collected within the year. To be sure, the NRC process involves many more respondents, asks many more questions, and requires much more elaborate processing and analysis. All of which are irrelevant to virtually all consumers, including the average faculty member, except for an occasional graduate dean or educational researcher.
- The price tag of $1.2 million in public funds for the NRC's complex data-gathering effort is a partial explanation of the decennial frequency of its rankings, but spending more money does not necessarily guarantee a better result in assessing academic reputation.
- "Holistic" concepts have not invaded the NRC world of rankings. It carefully avoids making judgments about the academic quality of entire institutions. Without doubt, the NRC stands on reasonable methodological and safe political grounds for publishing only faculty assessments about faculty in the same field. This approach, however, leaves to philosophical contemplation any conclusions about an institution being equal to or more than the sum of its ranked parts. This creates a real problem because it is quite obvious that both academics and members of the general public are interested not only in disciplinary rankings but also in overall evaluations of institutions in terms of a perceived continuum of academic quality.

If the two sets of rankings were essentially the same, then we could conclude that the *U.S. News* rankings of academic quality are as valid as the widely accepted ones produced by the NRC.

Given these limitations of the NRC rankings, it is evident that if the *U.S. News* rankings were of reasonable quality, they would meet a widely felt need for timely information about the quality both of individual academic programs and of institutions. Can the *U.S. News* rankings bear this burden?

Congruence of NRC and *U.S. News* Rankings

Fortunately, there is an excellent opportunity, using published data, to evaluate the quality of the *U.S. News* rankings. Both *U.S. News* and the NRC gathered nearly contemporaneous data, in early 1992 and spring 1993, respectively, on faculty quality in doctoral programs in six high-enrollment disciplines: economics, English, history, political science, psychology, and sociology. In addition, in winter 1992-93, *U.S. News* collected data for doctoral programs in chemistry and physics (disciplines the NRC had included in its 1993 survey).

This being the case, our approach was straightforward: We would examine both average faculty quality scores and the rankings based on them. Further, we would assume that the NRC scores and rankings are valid, and then calculate the degree of congruence between that NRC data and *U.S. News*'s independently generated set of disciplinary faculty quality data. If the two sets of rankings were essentially the same, then we could conclude that the *U.S. News* rankings of academic quality are as valid as the widely accepted ones produced by the NRC.

It is important to note that despite their considerable methodological differences, both the NRC and the *U.S. News* surveys are reputational, subject to the halo effect of an institution's

Correlations Between NRC and *U.S. News* Faculty Quality Scores and Rankings of Doctoral Programs in Eight Disciplines

	Quality Scores	Quality Rankings	Number of Institutions
Economics	.97	.97	105
English	.95	.95	123
History	.96	.96	104
Political Science	.96	.96	90
Psychology	.94	.93	180
Sociology	.97	.96	92
Chemistry	N.A.	.96	162
Physics	N.A.	.94	141

N.A. indicates *U.S. News* score data were not available for these disciplines.

general reputation reflecting on that of specific disciplines. Certainly, the NRC approach was much more extensive: In the spring of 1993, almost 8,000 graduate faculty respondents evaluated 3,634 research doctoral programs in forty-one disciplines at 274 U.S. institutions in terms of the "scholarly quality of program faculty." Each faculty member was presented with a list of fifty randomly selected programs in his or her discipline to evaluate, then all the evaluations were pooled. In contrast, in early 1992 and winter 1992-93, *U.S. News* surveyed the department head and the director of graduate studies in all qualifying departments, asking them to rate each program in their discipline in terms of "[its] reputation for scholarship, its curriculum, and the quality of its faculty and graduate students."

In both cases, rankings of departments were derived from average rating scores. The NRC reputation scores and rankings were reported in the September 22, 1995, *Chronicle of Higher Education*; the full set of *U.S. News* scores and rankings were available in that November/December 1992 *Change* and in the January/February 1994 issue. For comparability, we converted the *U.S. News* rankings to the standard format used by the NRC, in which institutions tied with the same average quality score were assigned the average of the rank positions they occupied.

Results. We found a very high positive association between *U.S. News* reputational scores and rankings and those reported by the NRC (see **Table**). The Pearsonian correlation coefficients for the faculty quality scores in the disciplines of economics, English, history, political science, psychology, and sociology range from +.94 for psychology to +.97 for economics and sociology. The coefficients between NRC quality rankings and *U.S. News* rankings range from +.93 in psychology to +.97 in economics (see **Note**).

It is clear that across all eight disciplines, the two approaches to assessing and ranking faculty quality give essentially the same information and results. In other words, in any of these disciplines, if you know an institution's *U.S. News* academic reputation score and/or ranking, you can do a very good job of accurately predicting its score and/or ranking in the NRC data set, and vice versa. This conclusion applies equally to disciplines regardless of whether they are in the sciences, the social sciences, or the humanities.

On reflection, perhaps one should expect the two sets of rankings to be quite similar, since both use as respondents academics familiar with their discipline. Indeed, in *U.S. News*'s favor, one could make the case that department heads and directors of graduate programs are usually more knowledgeable about programs in their field than the average faculty member!

Rankings of Entire Institutions

Attempting to assess the validity of the *U.S. News* rankings of the academic quality of entire institutions is decidedly more problematic. *U.S. News* calculates an overall "academic reputation" ranking for each institution in each discipline based on questionnaire responses by college presidents, deans, and admissions officers at similar institutions. Thus, respondents at a "national university," defined as a large, research institution that awards many Ph.D.'s, were asked to evaluate the academic reputation of other national universities.

As noted earlier, the NRC definitely eschews making an attempt to evaluate entire institutions. However, David Webster, in an article coauthored with Tad Skinner in the May/June 1996 *Change*, provided an intriguing alternative based on the 1993 NRC data. Selecting those 104 institutions for which the NRC rated at least fifteen doctoral disciplines, Webster and Skinner took the disciplinary faculty quality scores for rated disciplines and calculated an average score and rank for each school.

U.S. News had conducted a reputational survey in spring 1993 and in its October 4, 1993, issue had published academic rankings for 103 of the 104 institutions ranked by Webster and Skinner. We, then, correlated

BEST COPY AVAILABLE

that *U.S. News* "academic reputation" ranking with Webster and Skinner's average NRC-based "scholarly quality of program faculty" ranking.

Given the substantial differences in methodology, it is surprising that these two sets of data have a correlation coefficient of +.90 and a shared variance of 80 percent. Essentially, we are comparing a ranking based on combining quite separate NRC disciplinary ratings with a ranking by *U.S. News* based on a gestalt impression of overall quality. We believe that more work needs to be done to validate the *U.S. News* approach, but the data reported here certainly provide support for the validity of the *U.S. News* methodology for assessing the academic reputation of entire institutions.

Recommendations

These data suggest that, regardless of the methodological differences, the *U.S. News* disciplinary rankings are a valid and attractive alternative to the NRC rankings. Based on the data presented here, we offer the following recommendations concerning future assessments of faculty quality:

- The *U.S. News* disciplinary ratings are just as credible as those produced by the NRC using a much more elaborate methodology.
- Important to many consumers, the *U.S. News* rankings of professional fields such as medicine, law, business, library science, which the NRC doesn't evaluate, should be considered equally credible.
- We are not suggesting that the NRC simply leave the assessment of doctoral program quality to private enterprise. Instead, we suggest that the NRC strongly consider adopting a less extensive methodology, perhaps using many fewer respondents who rate all the programs in their discipline. The savings generated could be used to extend the NRC's assessment efforts to other fields, particularly those in professional areas. Also, the NRC might be able to conduct its surveys every five years instead of decennially.
- While disciplinary assessments are essential, we believe that both *U.S. News* and the NRC should work further on refining or developing an acceptable methodology for assessing the overall quality of institutions. After all, virtually everyone, certainly those in academe, often makes statements that Harvard or Berkeley has a better faculty or academic reputation than X, Y, or Z University. It seems silly to ignore the existence of our commonsense, everyday judgments, and we believe it worthwhile and possible to make them in a more disciplined fashion.

Although some academics continue to decry rankings, particularly those produced by *U.S. News*, rankings of colleges and universities and of individual graduate and professional programs appear destined to be with us for a long time to come. Indeed, the ranking enterprise is being extended to other countries, including Great Britain and Canada. We think it is time to acknowledge that many people have valid concerns about quality, accountability, and value for money that go beyond merely a "horse race" interest in academic rankings.

These external environmental pressures make it increasingly difficult to maintain an inside-the-ivied-wall stance that the only reasonable assessments of academic quality can be made under the aegis of academically controlled agencies. Outside agencies with access to our data and personnel can compile and publish relevant evaluations. And who, except perhaps for the recently embarrassed, dares not to provide data so as to avoid appearing on a list? Despite the cavils and calls for a boycott currently being voiced by a few academic isolationists, most colleges and universities — like restaurants — are sensible enough to recognize the free market when they see it. ■

Getting the NRC Report

The National Research Council's 1995 report, *Research-Doctorate Programs in the United States: Continuity and Change*, can be ordered in hard copy ($59.95) or viewed online from the website of the NRC's publisher, the National Academy Press <www.nap.edu>. Or call 800/624-6242 tollfree

Note

The *Pearsonian correlation coefficient* measures the degree of relationship between two variables (e.g., the two sets of rankings); it ranges between +1.0 (a perfect positive relationship) and -1.0. The square of the coefficient indicates the proportion of *variance* that each variable (one of the rankings) has in common with the other variable (the other ranking), and it may be expressed as a percentage.

Sources Cited

November/December 1992 *Change* — "Complete Rankings From the *U.S. News* 1992 Survey of Doctoral Programs in Six Liberal Arts Disciplines," by David S. Webster and Sherri Ward Massey.

January/February 1994 *Change* — "*U.S. News & World Report*'s Complete Rankings of Graduate Programs in Biology, Chemistry, Physics, and Nursing," by David S. Webster.

May/June 1996 *Change* — "Rating Ph.D. Programs: What the NRC Report Says and Doesn't Say," by David S. Webster and Tad Skinner.

October 4, 1993, *U.S. News & World Report* — "Methodology," by Robert J. Morse.

"New Manager Assimilation" Process

San Diego State's new president used this corporate technique to get his new administration off to a strong start.

by Ira W. Krinsky and Stephen L. Weber

One of the most challenging things a new president or other new campus leader must do is "take charge." That first act of leadership will differ in process from person to person and setting to setting. The entry process can be especially difficult where the newcomer follows a long-serving and strong predecessor.

Such was the case at San Diego State University, where one of us (Weber) succeeded President Thomas B. Day, who during his more than twenty years of service had led SDSU through a long period of growth and change, including its incorporation into the California State University system.

In anticipation of that succession, the other of us (Krinsky) was brought in to help in the leadership transition, and together we concluded that, in fact, transition itself would have to be a major theme of the new presidency. Dr. Day had been a strong and effective president, and his signature was everywhere — in hiring, management, external relations, and most significantly in the way the community viewed the presidency itself. We discussed various approaches that might be employed to shorten the time needed to firmly establish a new presidency, a matter especially important due to pressures of several significant and ongoing campus initiatives, including development of important new programs and construction of major new facilities.

Ira Krinsky is managing vice president of the executive search firm Korn/Ferry International, 1800 Century Park East, Suite 900, Los Angeles, CA 90067.

Stephen Weber is president of San Diego State University, 550 Campanile Drive, San Diego, CA 92182-8000.

The Approach

From Susan Way-Smith, a senior human resources executive at the Teledyne Corporation, we learned about a procedure the manufacturer uses to help its new executives make the transition into new roles. In what Teledyne calls its "New Manager Assimilation" process, a facilitator meets with each person who will directly report to the new manager, asking several questions in 30- to 45-minute sessions. Ground rules provide for anonymity. The questions include

- What do we know about the new manager?
- What do we want to know about the new manager?
- What should the new manager know about us?
- What does the new manager need to know to be successful in the role?
- What significant issues need to be addressed immediately?

The facilitator concludes the process by convening the entire group (including the new manager) and summarizing the answers he or she heard to the five

BEST COPY AVAILABLE

Epilogue

My Transition Experience

by Stephen L. Weber

Since the purpose of the transition process was to facilitate the successful start of my new presidency, the "bottom-line" questions immediately emerge:

- Did the process shorten my presidential "learning curve"?
- Did it help me get up to speed with regard to campus issues?
- Did it hasten the development of a strong, effective leadership team?

Just now completing my first year at San Diego State, and knowing it will be some time before "success" can be declared, I am yet an enthusiastic supporter of the transition process, and I believe it was valuable in getting my presidency off to a good start.

The process we've described here did indeed facilitate communication with my Cabinet officers, who were naturally curious and somewhat apprehensive about their new president. But more than just an exchange of information, the process signaled a president who was eager for the views of senior officers and who valued their feelings as professional colleagues. Because of the transition dialogues, it was easier to enter into conversations with them, both as a Cabinet and as individuals. Most important, they felt more comfortable in delivering bad news or identifying problems and issues that needed resolution. It's always difficult to say what might have been, but I suspect that the process has made Cabinet members more self-confident and willing to risk telling me things I might not be eager to hear. My own learning curve was certainly accelerated. There was less game playing, and more honest conversation.

Tested by Crisis

Unfortunately, only six weeks into my new presidency, San Diego State experienced a horrible triple homicide, probably as difficult and unanticipated an emergency as could have confronted a new leadership team. The crisis allowed little time for us all to "feel one another out"; decisions had to be made quickly, and communication had to be candid. In short, it was important that we be a team — in fact and in appearance. I believe the presidential transition process deserves part of the credit for bringing our leadership team to a higher degree of readiness and effectiveness than might otherwise have been possible.

For those administrations that understand that a president is not a "solo act," but must work effectively with a campus leadership team, I strongly recommend a process like that employed at San Diego State. ■

questions. The facilitator then turns the session over to the new manager and withdraws, and the new manager takes over.

We decided to try this "assimilation" process with SDSU's President's Cabinet of top administrators. We did so last June 12th. Here's how it went.

What We Did

I (Weber) sent a memo explaining the rationale and procedure to each Cabinet member well in advance of the session. My memo explained the ground rules, presented the questions, and set forth the schedule: 30-minute meetings with the facilitator (Krinsky), followed by a wrap-up session at the close of the day. We presented six questions to the Cabinet members:

- What do we know about the new president?
- What do we want to know about him?
- What should he know about us?
- What does he need to know to be successful here?
- What significant issues need to be addressed quickly (major problems now or in the next year)?
- What specific suggestions do we have for addressing those issues?

The memo explained, "The process is an informal way to get acquainted quickly, address any concerns the Cabinet may have, and begin building strong, positive, and productive working relationships. At the conclusion of the meetings, I will meet with you as a Cabinet and Ira to discuss his summary of the responses."

The eight individual meetings began at 8:00 am and continued through 5:00 pm. The wrap-up meeting began promptly at 5:30 pm, with Ira summarizing the Cabinet's responses. The members of the Cabinet were then encouraged to supplement Ira's summary. Here are some of their representative concerns:

What do we want to know about the new president?

1. He came from a state college

— does he understand research, graduate education, and Division I athletics?
2. He seems to have a consultative management style — how does that really work?
3. How will he utilize the Cabinet?
4. What does he need from us?
5. How will the campus relate to the system administration now?
6. Is it Dr. Weber? Stephen? Steve?

What should he know about us?
1. We have a terrific faculty and staff.
2. We have an entrepreneurial culture, which, as such, may be resistant to change.
3. Our mission and identity need clarification.

What does he need to know to be successful here?
1. Use your transition process to convey messages about the future of the campus.
2. Become highly visible in the community.
3. Bond with the faculty and the staff as soon as you can.
4. Consultation is important, but don't forget that the president must make the executive decisions.
5. You will be given an extended honeymoon — don't squander it!

What significant issues need to be addressed quickly?
1. Establish and define your presidency, ASAP.
2. Get "up to speed" on athletics!
3. Don't be afraid to delegate.
4. Make any planned personnel changes ASAP!
5. Improve our planning and budgeting processes.

What specific suggestions do we have for addressing the issues we have identified?
1. Develop a shared vision and value system for us to use in decision making.
2. Don't get "used up" in your first year — save a little for the "third act."
3. Get to know us — use us to help advance your agenda — work with us as a team.

The summary discussion became a basis for planning the president and Cabinet's first retreat, which was held in late August 1996 and was, by all accounts, most successful and productive.

What We Learned

Each member of the Cabinet was asked to evaluate our "New President's Assimilation." Most participants believed the process was useful. Some had ideas about improving it; specifically, they suggested the following:

- Take extra time and effort to clarify the purpose of the New President's Assimilation.
- Allow more time for individual meetings with the facilitator — 45 minutes would be optimal.
- Encourage participants to prepare and submit written responses to the facilitator in advance of the individual meetings.
- Allow participants to submit questions to the president for a direct response.
- The facilitator should evaluate and interpret, not just summarize.

Some of the suggestions for change in the process seem to relate to differences between Teledyne's private-sector context and SDSU's not-for-profit culture. The campus environment is typically more process-oriented, and senior officers are accustomed to a higher level of interaction than would their counterparts in a business setting. In an academic setting, then, it might be wise if the new president, facilitator, and Cabinet (or other direct participants) were to plan the assimilation process together. After enacting the process, pretty much as described herein, the president and the facilitator might allow time prior to the wrap-up session to review privately the concerns surfaced in interviews.

Conclusion

To take charge of an organization as special and complicated as a university is very difficult, even for an experienced president such as this one (Weber). Too often, new leaders believe they have the luxury of "taking a year to settle in" before launching tactical and strategic plans. But in the current climate of change, rising costs, shrinking resources, and competition for student, faculty, and administrator talent, that approach can waste a narrow window of opportunity to effect needed change. It seems prudent, then, for a new president to accelerate the way he or she comes to understand the campus and assess its needs, and to move forward with an agenda. A "New President's Assimilation" process may help in this. ■

Relevant AAHE Resources

The Search Committee Handbook The authoritative source of advice in finding, selecting, and appointing the best people to key administrative posts. Its last chapter, "The Appointment: Bringing a New Person Aboard," discusses strategies for helping a new administrator succeed.
1988, 64pp., $7.50(member)/$8.95(nonmember)

On Assuming a College or University Presidency: Lessons and Advice From the Field Practical essays from two researchers ("Five Approaches to Think About" and "The President-Trustee Relationship") and an experienced president ("Strategies for an Effective Presidency"), plus an annotated resource guide.
1989, 80pp., $8.00(member)/$10.00(nonmember)

To order, contact AAHE's Publications Order Desk at 202/293-6440 x11.

BEST COPY AVAILABLE

AAHE Bulletin

June/1997 Volume 49/Number 10

Getting to Know Peg Miller

an interview with AAHE's new president

BY TED MARCHESE

At the '97 National Conference

PHOTOS BY DAY WALTERS

(From top left) **Sir John Daniel** and **Diana Laurillard** of England's Open University, **Estela Lopez** of Northeastern Illinois University, and **Bernard Gifford** of Academic Systems Corporation

Accreditation and *Your* Purposes

BY EDWARD O'NEIL

BEST-SELLING CONFERENCE TAPES

AAHE NEWS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

3 **Getting to Know Peg Miller**
Just who is AAHE's new president?
interview by Ted Marchese

8 **At AAHE's 1997 National Conference on Higher Education . . .**
photography by Day Walters – Photographic Illustration

10 **Using Accreditation for *Your* Purposes**
The head of a Pew study argues that campus leaders should approach accreditation proactively.
by Edward O'Neil

Pullout

1998 AAHE Conference on Faculty Roles & Rewards Call for Proposals
submission deadlines September 8 and September 15, 1997

Departments

14 **AAHE News** . . . bestselling conference tapes . . . new publications . . . call for service-learning ideas . . . autumn events . . . and more

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
June 1997/Volume 49/Number 10

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Margaret A. Miller. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11.

AAHE Bulletin (ISSN 0162-7910) is published as a membership service of the American Association for Higher Education, a nonprofit organization incorporated in the District of Columbia. Periodicals postage paid at Washington, DC and at additional mailing offices. Annual domestic membership dues: $95, of which $55 is for publications. Subscriptions for *AAHE Bulletin* without membership are available only to institutions: $35 per year, $45 outside the United States. *AAHE Bulletin* is published ten times per year, monthly except July and August. Back issues: $5.00 each, including postage, while supplies last. *AAHE Bulletin* is available in microform from University Microfilms International. Printed in the United States of America. **POSTMASTER:** Send address changes to *AAHE Bulletin*, Attn: Membership Dept., One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Cover photographs by Day Walters – Photographic Illustration.
Production assistance provided by Capital Prepress. Cover by CLN Associates. Printing by HBP.
Cover concept by Dever Designs.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

BEST COPY AVAILABLE

Getting to Know Peg Miller

Ted Marchese interviews AAHE's new president

On March 16, at AAHE's 1997 National Conference on Higher Education, the Board of Directors announced the selection of Margaret (Peg) Miller as the Association's next president. April's Bulletin *covered Dr. Miller's basic* whos, whats, wheres, *and* whens. *But in these succeeding weeks, natural next questions began coming up: What can members expect from their new president? What issues does she see as important for higher education? For AAHE? Just what kind of person is she?*

AAHE vice president Ted Marchese sat down with her on April 30 and they talked about just those kinds of topics. — Eds.

FIRST A TEACHER

MARCHESE: Peg, after graduate study at Stanford and Virginia, you became a faculty member at Southern Massachusetts University, now UMass-Dartmouth.

MILLER: I was on the faculty fifteen years, and taught for eleven of those fifteen.

MARCHESE: What did you take away from that experience?

MILLER: I learned that I love teaching, particularly the kinds of students I had there. The kinds of students you find at relatively unselective regional state universities were unfamiliar to me at first, because I'd always been in selective institutions. But it was a wonderful revelation to find students who were receptive to learning in a way that sometimes "good students" who've mastered the game are not.

It was also clear that when you get through to students like that, you can affect their lives deeply. It was exciting to teach courses like Introduction to the Novel and see students enjoy reading for the first time. And I'd get questions from them that "better" students often don't think to ask, like, "Why are you making us read Thomas Carlyle?"

MARCHESE: Peg, you bring back to mind all those fresh-student questions: "*Why* are you making me read this twice? ... revise this paper *again?*"

MILLER: One of my favorite student evaluations read, "This course has been good for my writing and good for my character, and most of the semester I passionately hated her."

MARCHESE: Other memories, Peg?

MILLER: ... the value of team teaching, which I tried to do every year ... philosophy and English, history and English. The philosophy course was particularly interesting, because a lot of our students had a terrible time grasping hypotheticals. You'd say, "*If* there is a pink elephant in the middle of the room, *then* ... ," and they couldn't get past the fact that there was no pink elephant in the room.

MARCHESE: Many were the first generation in college?

MILLER: Yes, and that experience gave me a real appreciation for the barriers students face when they aren't system-savvy. They haven't grown up with the expectation that they'll be in college, nobody has told them before that they can think well. You actually have to be in the business of educating people, not just of finding a track into which they can be slotted. It was a special challenge for me to understand the challenges facing my students, especially those of color, and gratifying when they really took off in college.

But, Ted, I look back, especially on my early years of teaching, and recall my naiveté, the limitations of my pedagogy, and wish I'd had more help with my teaching. This was pretty much before the days of faculty development.

MARCHESE: Other recollections?

MILLER: It was very clear to me that having a population diverse enough to challenge us as teachers is also the richest environment in which students can teach one another. I mean, learning doesn't just happen in the

classroom — it's across campus: You need encounters with people who are radically different from yourself. My college roommate was mute and paraplegic, and I learned more from rooming with her than in half the classes I took. What I learned from her has persisted through my entire life.

TO THE COUNCIL

MARCHESE: Peg, let's make the transition to your years as chief academic officer for the State Council of Higher Education for Virginia — SCHEV. That assignment had to be quite a contrast with your faculty duties.
MILLER: It certainly broadened my perspective. When you're in a department, you think — as well you should — that what matters is whether your department gets the resources to get its job done. At the state level, you get a different look at where resources come from and how they are competed for. Trying to figure out equitable ways of allocating resources is one of the interesting challenges of state-agency work.
MARCHESE: Our image of work at state agencies is often negative.
MILLER: For me personally, working at the Council was the most intellectually challenging job I'd ever had. And intellectually satisfying, because I really worked collaboratively with people, probably for the first time in my life. Faculty work had been very lonely; at the Council, the staff worked on projects together all the time. It's hard in any document to tell where one person's contribution or prose leaves off and another's begins.
MARCHESE: That has to be a

tribute to Gordon Davies, the Council's long-time director.
MILLER: Gordon was a provocative boss. He was the kind of person who wouldn't settle for the bureaucratic answer to anything. He was always looking for the next challenge — very much as Russ [Edgerton] did here at AAHE — looking for the next tsunami that might crash on our heads, and trying to get out ahead of it.

Gordon also made it very clear that our credibility depended on our being truthful, sometimes painfully truthful, and on our ability to write clear English, which is not a skill you're encouraged to develop as an academic.
MARCHESE: How true. What difference did it make that the Council isn't a governing board, but simply a coordinating agency with powers to recommend?
MILLER: I wouldn't have wanted to work for a statewide governing board. Not to put down their work, but I'm convinced that a decentralized approach works best at capturing the energy and intelligence of every campus. If we had had a statewide master plan in Virginia years ago, I'm sure it would have decreed for Northern Virginia that George Mason University should be a two-year or branch campus ... and the region wouldn't have the dynamic institution it is today.
MARCHESE: It certainly wouldn't have attracted the talents of a George Johnson or the local support it has.
MILLER: And who would have master-planned the emergence of Old Dominion University, which stepped out as a leader in distance education?

For an agency such as the Council, it's always a balancing act. You want initiative, but not the kind that might create problems for the system as a whole; each campus wants to maximize its resources, but the whole has to be affordable. The Council's job is to mediate between campuses and the parties responsible for state monies. Sometimes it could be awkward. ... Gordon used to say, "We know we're doing our job when everyone hates us equally!" Ultimately, the Council's power rests not in statute but on the respect and trust it has built up over time.

PARALLEL PATHS

MARCHESE: Let's discuss issues you took up over the years ... assessment, for example.
MILLER: Let me point out first the almost uncanny parallel between the initiatives of the Council and AAHE over the years. AAHE took up assessment as an issue in 1985, the Council in 1986; AAHE's Assessment Forum and Virginia's statewide Assessment Group each began in 1987. In 1991, the Council and AAHE both took up issues of fac-

BEST COPY AVAILABLE

ulty roles and evaluation; more recently, technology has been a focus for both.

MARCHESE: One of the things that's impressed me about the Council is that it has avoided the "initiative of the month" syndrome of other public agencies ... it has stayed with issues, such as assessment, over time.

MILLER: Assessment represents such a change in viewpoint — the importance of outcomes, for example, and of continuous, fact-based improvement efforts — that one simply has to give it time. And indeed, ten years later in Virginia, there are now good examples where assessment has become integral to programs and institutions, where people are in the habit of thinking in terms of results and big decisions are made on that basis. On the other hand, to be honest, there are institutions that still see assessment in terms of public relations — "See how happy our students are!" You can find those extremes and everything in between in the name of assessment.

MARCHESE: One of the things the Council's interest in assessment led to was a revived, statewide interest in the reform of general education.

MILLER: The "failure" of assessment to come to terms with general education led campuses to try to get a better handle on what the outcomes of those programs really should be. The idea of organizing a general-education program around curricular goals rather than territorial division was a huge step forward for many schools.

MARCHESE: At the start of this decade, I know, the Council's attentions turned to faculty issues, especially evaluation.

MILLER: The starting point was a 1991 survey, created by a group of faculty working with Council staff, of faculty use of time, of all the activities that go into teaching, research, and service. That survey was redone earlier this year, with an analysis to come out in an "indicators" publication from the Council this summer.

"One of my favorite student evaluations read, 'This course has been good for my writing and good for my character, and most of the semester I passionately hated her.'"

MARCHESE: Can you give us a preview? For all the talk this decade about faculty work, have there been changes?

MILLER: The number of hours worked per week is up, as is the time devoted to teaching ... up five percentage points, in fact, which reflects quite a shift.

MARCHESE: Findings like that, I know, never seem to quell legislative suspicion.

MILLER: No. Two years ago, sniffing the wind, the Council sensed that the General Assembly was all too interested in doing something with tenure. That led the Council to suggest that a wise approach might be to insist that every Virginia institution develop regular, rigorous pre- and posttenure review policies, an idea endorsed by the Assembly's Commission on the Future of Higher Education. The General Assembly then said that every institution needed to have such policies in place and approved by the Council and the Secretary of Education to be eligible for faculty salary increases.

Last year, the policies were developed on every campus, and I think the process went well ... it was a cooperative effort of faculties and administrations, with the Council providing general guidance.

MARCHESE: Virginia also made headlines with a statewide restructuring effort. Where did that come from?

MILLER: First the recession, then a series of extremely tight state budgets, which led to a more than $40-million decrease in state expenditures for higher education. In the midst of that, there were real fears about access, especially given Virginia's projected population growth. The answer, it seemed to us, was for public colleges and universities to make their best try at operating as efficiently as possible, and use that as a basis for increased public support ... which in fact is what happened. A new Business-Higher Education Council had also made it clear that restructuring was the quid pro quo for its support, which it then lent.

Just asking the question — Are we doing things as effectively as possible? — set in motion far-reaching changes. The institutions themselves report it's been a salutary exercise for them.

MARCHESE: Examples?

MILLER: James Madison University began its College of Integrated Science and Technology under the restructuring initiative ... it's an innovative attempt to think about students' prepara-

BEST COPY AVAILABLE

tion for the workplace, interdisciplinary approaches to learning, just-in-time instruction, and so on. At Virginia State, the first historically black institution in Virginia, lots of the changes turned out to be on the administrative and financial side, but a number of underenrolled programs were eliminated as well.

All institutions were asked to get much more serious about program review. And we asked everyone to confront the "add-a-course" syndrome — every time there's a new development in a field, the response is to add a course — and to look at those programs that now required well beyond 120 hours to graduate and do some zero-based curricular planning. When you add a year to programs, there's a cost, not least to students.

MARCHESE: Restructuring usually connotes administrative reorganization; here you're talking mostly about change in the academic life of institutions.

MILLER: Yes, indeed. At the beginning of restructuring, a couple years ago, we decided we needed to talk directly with faculty around the state. At first, campus administrators didn't want us to have those conversations. Fortuitously, the State Higher Education Executive Officers organization got a FIPSE grant to aid restructuring efforts, and we were able to use that support for visits with faculty at eight institutions. We learned a lot of interesting things in the course of those visits, one of which was the strain placed on faculty by the move to new technologies.

So as the final event in the FIPSE project, the Council put together a forum on new approaches to teaching and learning, expecting 100 faculty maybe, and more than 450 showed up. It was quite extraordinary ... most of the sessions had to do with technology-based learning, but there was high interest in service-learning and other kinds of active learning.

MARCHESE: Sounds like an AAHE event!

MILLER: Faculty excitement about the pedagogical developments they were participating in was palpable. I think that excitement is something we can capture in AAHE's next National Conference.

"A deeper, fuller understanding of *learning* itself — as 'core business' and as aim for students and ourselves — may prove the integrating concept that we are searching for."

WHEN POLITICS INTERVENES

MARCHESE: Peg, less happily, the State Council of Higher Education for Virginia has been in the news these recent months for its erratic changes of course and political agendas. The feelings since your departure and Gordon's dismissal have to be raw.

MILLER: I see developments at the Council as part of a larger movement in the country to politicize higher education governance. But it's a paradoxical kind of politicization, because it comes now from ultraconservatives who seem to want, oddly enough, *more* regulatory control over institutions than in the past. They also don't seem very comfortable with a lot of entrepreneurial activity. Nor do they trust professional staff to do a professional job.

This last tendency, I think, is actually part of an older distrust in America of the professional and managerial "elite," if you will. New Council appointees would like to exercise more control over a system they feel does not reflect their values, which means inserting themselves, for example, into curricular decisions in ways that, I think, make most of us very uncomfortable.

Among the dangers here is that this kind of intrusive involvement upsets the balance that effective coordinating boards have managed to strike between control and laissez faire, and damages the trust that people who have to listen to such boards need to have in them.

AN AAHE CONTEXT

MARCHESE: Peg, you've been a member of AAHE for years. What difference did that make to you at SCHEV?

MILLER: AAHE has been a major intellectual resource for me over the years. It's the place I could go to think through the implications of what the Council was doing on a day-by-day basis in Virginia. And it helped me find and talk with people who were trying the same things elsewhere.

I can't imagine how isolating it would have been to proceed on these fronts without AAHE's help. It's the big tent under

which we all collected.

MARCHESE: And within which you and other people from Virginia frequently contributed, especially at our assessment conferences.

MILLER: I'm looking forward to this year's Conference on Assessment & Quality (June 11-15, Miami Beach), at which I'll speak. I hope to meet as many AAHE members as possible there and get their views on next steps for the Association.

MARCHESE: And if a reader-member can't make it there ... ?

MILLER: AAHE has set up an email address through which all members can communicate directly with me. I'm interested in any and all reactions to AAHE's current projects and services, and in having people's thoughts about AAHE's mission and strategic directions. That address is *aahepres@aahe.org*.

MARCHESE: Perhaps to give that correspondence more focus, can you give us some hints about what you think comes next for AAHE?

MILLER: As part of its work, the Board's presidential search committee took the time to conduct extensive interviews and focus groups with AAHE's members. From those conversations last winter and others since, it seems clear that people would like a deeper sense of the "core mission" of the Association, and to test whether all the project-based work at AAHE might add up to some larger set of insights.

In response to the latter issue, two things are already under way. One, I know, is that you, other members of the staff, and Peter Ewell of NCHEMS are at work on a longer paper about "organizing for learning," an attempt to put in relation the all-too-separate conversations today about teaching, curriculum, assessment, technology, CQI, restructuring, and the like. Second, the AAHE Board at its April meeting agreed that a focus on learning would drive planning for next year's 1998 National Conference.

The potential or hypothesis here is that a deeper, fuller understanding of *learning* itself — as "core business" and as aim for students and ourselves — may prove the integrating concept that we are searching for.

MARCHESE: Peg, again by way of priming the pump for member conversations with you, let me ask how any of this relates to a larger pattern of events in U.S. higher education as you see it.

MILLER: I think asking fundamental questions about learning is exactly the right inquiry for AAHE now, because the answers to those questions will determine how we respond to the changes that are occurring in the higher education environment. Now is a time when the whole notion of "institution" and "campus" is being deconstructed. The whole "learning industry" is being turned on its head, driven by increasingly diverse and pragmatic student populations, by new technologies for teaching, and by heightened consciousness about costs, all of which drive the development of alternative delivery systems by a wider array of providers.

This is having a profound impact on institutions and on constituent expectations of them. Colleges and universities will have to adapt to this new environment, face increasing bureaucratic regulation, dwindle into specialty providers, or die. And the nature of the adaptations they make should be driven by their understanding of what learning is and how they can best foster it in students.

It's a conversation AAHE needs to be in the middle of ... a conversation AAHE needs to *lead*.

MARCHESE: Peg, your last day at SCHEV was April 11th ... your start date here is June 2nd. What will you be doing in the inbetween?

MILLER: First I visited my family, including my parents in Los Angeles and son who is off to South America. Of course I'm spending a lot of time thinking about what comes next at AAHE. But I make time for gardening, walking my dog, swinging in the hammock, and reading.

MARCHESE: What's in your reading pile?

MILLER: Some professional reading, like *The Fifth Discipline*; some classics I've also never read, like de Tocqueville and *The Education of Henry Adams*; and favorite mystery and science fiction writers.

MARCHESE: Peg, enjoy the respite, we look forward to your arrival! ■

1997 National Conference on Higher Education...

"Learning, Technology, and the Way We Work"

1

2

4

5

Washington, DC * March 15-19, 1997

Photos by Day Walters - Photographic Illustration

6

7

1. Harvard psychiatrist **Ned Hallowell** discussed how to maintain "connectedness" in a technological world.
2. Keynoter **George Gilder** spoke on how far technology has come.
3. Free time to talk about the issues...
4. 7. Computer tutorials in the Exhibit Hall provided for hands-on learning.
5. Microsoft presented its products' uses for academic settings.
6. **Laura Rendón** of ASU received an AAHE Hispanic Caucus award for Outstanding Latino Faculty in Higher Education from caucus secretary **Tito Guerrero** *(left)* and past chair **Loui Olivas.**
8. Participants in AAHE's Technology Projects breakout session discussed how to effectively use technology on their campuses with project directors *(standing)* **Stephen Ehrmann** and **Steve Gilbert.**
9. Exhibits provided lots of resources.
10. Michigan's **Doug Van Houweling** hosted a session on how higher education leads the revolution in access and the creation of knowledge.
11. Ex-AAHE president **Russell Edgerton** was bid a fond farewell after his closing plenary.

8

10

9

11

Using Accreditation for *Your* Purposes

Accreditors face confusions of purpose and clientele. Even so, a director of a major study of accrediting believes smart, assertive leaders can make the process work for their campus.

by Edward O'Neil

Edward O'Neil is executive director of the Pew Health Professions Commission; he also is associate professor of community and family medicine and director of the Center for the Health Professions at the University of California-San Francisco, 1388 Sutter Street, Suite 805, San Francisco, CA 94109. *oneil@itsa.ucsf.edu.*

The president looked over the memo summarizing the costs to his comprehensive university of the visit by the regional accrediting association and felt his ire rise. The $250,000 in direct costs was enough to spring the anger, but he knew better than most what else the review had cost his institution.

There was of course the indirect expense of time on the part of several large faculty and administrative committees and their support staff; he imagined the multiple for this might be two times the cash outlay. Then there was the time of some of his best academic and administrative leaders, as they rode herd on a not very creative process; that leadership resource was particularly valuable because leaders of quality were rare and the demands on their talents numerous.

Delayed because of the accreditation visit were the development of a new interdisciplinary program in the basic sciences, a much needed review of faculty teaching evaluations, and a substantial rebuilding job in student services.

All this for what? A report that told him what he already knew — that his institution was in good health — laced with recommendations that fit neither the campus's strategic plan nor the particular realities it faced. After waiting for the regional's decision ("approved"), the president shipped off an irate letter to the association's director and began organizing a panel to "address" these issues at the next AAHE conference. The panel's point: the entire accreditation exercise was unnecessary, unhelpful, expensive, and an unwelcome add-on to an already crowded institutional agenda.

The president's reaction may capture the feelings of many administrators and faculty to the accreditation process — regional or specialized — but is it a fair one? Don't accreditors serve an important public mission? Aren't they about improving educational quality? How could something so well-intentioned be such a bane for a campus?

When something seems this broken, the fault most likely has

a number of sources. At root are some mixed and not very complementary ideas about what purpose accreditation serves. Is the process about compliance with standards, or about improving something that has already achieved a high level? Was the process itself carried out in a manner that added value to the direct consumer of the service: the university? If not, was the fault with the skills of those who delivered the service? If so, what might be done to improve those skills?

And, we might ask, did the president really understand what the accreditation process might do for his campus? Or, did he see it as merely a necessary evil to get through as quickly and painlessly as possible?

Let's go back over the confusions about purpose and customer, then look at what the president might have done.

The Purpose

Fundamental confusions exist about the nature of the accreditation process, whether institutional or programmatic. Professionals who govern the process, accreditation staffs, site visitors, and the institutions themselves understand the process in two ways. First, and most traditionally, accreditation is seen as the way institutions of higher education comply with standards of quality established to protect the public. In this role, the accreditors are the cops; the process rouses the same fears that any institution would bring to a public hearing in which it might be found wanting in some area that ostensibly protects the public's interest.

The other idea about accreditation is that it is an improvement process that brings in our colleagues from other campuses to give a critical but respectful eye to what we are and do, making helpful suggestions as to how we might do better what we already do quite well.

These are incommensurable ends, and hammering them together in the same process only weakens the possibility that either will be served well. As standards creep up in well-meaning attempts to prod institutions to do better, the higher bar for approval heightens institutional anxieties about the process. But the greater the emphasis that's put on compliance, the less likely it becomes that collegial coaching will have its effects.

It seems unlikely that we will ever get rid of a requirement for *some* oversight of institutions by accreditors, so the process inevitably will have a compliance aspect; when it feels like enforcement, institutions are inevitably less likely to appreciate its value as outside consulting.

Instead of confusing these two quite different processes, why not clearly separate them into the two distinct activities they are? The compliance activity should be set to the smallest, stripped-down set of standards necessary to protect the public's interest. As much as possible, easy-to-obtain *outcomes* measures — graduation rates, licensing exam pass rates, alumni surveys, graduates' jobs — should be used to measure satisfaction of standards.

The highly prescriptive criteria of accreditors, which buoy themselves with structural, resource, and curricular details, will give way to this emphasis on outcomes; schools and programs will have to be trusted in the way they go about achieving their stated ends. Only a new program or one that has failed to meet the mark on some compliance standard might come under closer scrutiny.

With such a process handling the role of compliance cop, accreditors would then be in a position to create a second, improvement-oriented process, positioning themselves as a source of institutional services that genuinely added value. As higher-end providers of improvement services, accreditors will then compete with other providers — consulting firms, other academic organizations, perhaps government agencies — that also have the capacity to organize and deliver services ranging from strategic planning to curriculum change and program evaluation.

Can the accreditors compete? In such a system, the question becomes moot. Either they provide a service that is genuinely valued by the institution — one the institution is willing to pay for — or they in time wither for lack of customers.

Paradoxically, one such service they might provide has to do with a present function few parties believe accreditors do well: accountability. Over the next decade, higher education will increasingly come under scrutiny

BEST COPY AVAILABLE

from public bodies, private agencies, and consumers as to how it uses its resources.

Institutions will be expected to provide real demonstrations of how the resources allocated to them have produced a set of outcomes. The objective measures mentioned earlier — graduation rates, time to graduation, success on licensing exams, graduates with jobs, and reported satisfaction of students and graduates — are likely to be part of the new expectancies to which higher education must respond; there may be need for further metrics that look directly at learning outcomes and at accomplishments in research and service.

On paper at least, who better by experience and intimate knowledge than accreditors to coach institutional customers in best responses?

The Customer

The second necessary component in the evolution of accreditation will come as associations ask themselves difficult questions of who exactly they serve, and in what ways. It would seem that at least five distinct customers are relevant here: the institution, the potential student, the public, the professional community, and the faculty.

What is of interest to the **institution** in a process like accreditation? If the process is one of minimal standards, then the institutional customer wants to meet these as efficiently as possible and get on with its mission. If the institution seeks to improve itself, then it could make good use of an objective, informed review of its programs, reviews free from professional or disciplinary advocacy.

Part of the future for all of higher education will be deciding what programs to keep and which to retire because they are not being carried out at a competitive level. Such assessments are of course impossible when done as "self-study" by internal faculty. But if accreditors could offer a review process that judged where individual programs fell in terms of quality, perhaps by quartile against national norms, that service would be of enormous value to campuses facing inevitable decisions of what to enhance from a base of high quality, what to improve to an acceptable level of quality, and what to disinvest in because of failure to meet quality expectations.

If real data about the performance of programs could be developed through an "accreditation process," institutional demand for such a service would ensure a busy future for provider agencies.

Accreditation, differently conceived, might also fill an information void that now confronts **students.** Certainly, students today can easily obtain the accreditation status of a school or program, but that information only isolates egregious violators and doesn't help much with choice. What students want to know is the relative values and strengths of programs. Right now they turn to commercial providers of such information or to journalistic treatments such as in *U.S. News & World Report.* But a service for students that took finer account of professional judgment and of differences of mission and clientele — all these, accreditors' presumed forte — would be one of perceived high value (and that students and parents would willingly pay for).

Approach accreditation with your own needs and agenda in mind. Do you have a change process already under way? How, then, might accreditation serve it? Value accreditation for its ability to be responsive to what you are doing. If it isn't, push back at accreditors.

The **public**'s interests are served by the accreditation process, but its interests are ever the vaguest and most general of the lot. This might be why those in the accrediting community are most willing to discuss their public obligation, because "the public" is the least demanding and articulate of accreditation's possible consumers. The public at a minimum requires that academic programs will be delivered as promised in a way that is consistent with some national sense of minimum standards of quality.

Clearly accreditation also serves the **professional** interests of academics. The process helps the professions and disciplines define themselves and provides some context for the evolution of the meaning for those communities of practice.

By surrounding ourselves with an accreditation process, we prevent entry of other competitors offering comparable services. This impulse may come from a wish to protect the public from unscrupulous providers preying on the uninformed with inappropriately prepared faculty, ill-thought-through curricula, or inadequate facilities; or we may just want to protect our own interests by keeping more innovative, less costly providers of our services out of the fold of respectability. In this context, accredita-

BEST COPY AVAILABLE

tion creates a barrier to entry, one that may be just high enough to protect the public or so high as to thwart innovation and choice on the part of the public.

In all of this — especially in specialized/programmatic accreditation — it is difficult to decide whose interest is being served.

Finally, the accreditation process serves the **faculty** of the institutions and programs being accredited. The accreditation standards are created by faculty and as such they serve the faculty's definition of what should be. These standards can be and are used as leverage for claiming resources for individual programs. Sometimes this move may be very appropriate, other times inappropriate; as an all-or-nothing proposition, accreditation often becomes a pretty blunt instrument on behalf of particular faculty interests.

Recommendations

Accreditation will always serve multiple customers, but it should do so in a manner that genuinely responds to the expressed interests of real customers, not the interpreted interests as decided by accreditors. The process should also clarify whose interests are precedent, as various of these will inevitably conflict.

In the final analysis, institutional leaders will have to decide what they derive in value from accreditation as they manage their institutions. If accreditation remains another way of sustaining the status quo of faculty, disciplines, professional schools, or entire institutions, it may serve some short-term interests but it will miss opportunities to help academic institutions along new pathways.

What I'll recommend from all this — for presidents, provosts, and deans — comes from my experience on campus and sense of larger developments in accrediting.

My experience isn't so different from that of other veteran administrators. No matter how foreboding an accreditor may seem or how far away the changes I've described may appear, it's almost always possible to make better use of the accreditation process. You just have to be proactive about it. I once cochaired a self-study team at a professional school; my cochair and I set out to make the whole process as efficient as possible both by using the absolute fewest resources (of all types) and by using the process to accomplish work that needed to be done anyway. We had planned in the next year to undertake a strategic planning process; knowing that, we fought for and eventually got permission from the accreditor to change its data-collection and reporting requirements so they fit our immediate planning needs.

With this example and others in mind, let me make these points:

- Approach accreditation with your own needs and agenda in mind. Do you have a change process already under way? How, then, might accreditation serve it? Value accreditation for its ability to be responsive to what you are doing. If it isn't, push back at accreditors.
- Approach accreditors proactively from a position of power. More often than not, uncertain of their status and future, they're vulnerable. Tell them your requirements and let them know how they can serve your needs ... approach the whole relationship in just that way.
- Minimize the compliance part of the visit. Try to limit your reporting to what is already collected or is easily pulled together from existing databases.
- Put your needs for special study — not their criteria — at the heart of the accreditation process; make your own decision-making requirements the driver. Insist on a broadly based, top-flight visiting team and on an objective study and report that campus decision makers can respect and act on.
- Keep both institution-wide and program-specific special studies in your own office, led by senior people who understand campuswide strategic issues.
- Accreditors have needs (and limits) too; understand these, even as you negotiate for a process that speaks to your program's needs.
- Finally, look for ways to redesign the entire process and relationship between campus and accreditor. The day when that redesign will be possible — indeed, necessary — is not far off. ■

Examining Accreditation

Since 1989, the Pew Health Professions Commission has looked at the changing reality of health care and its impact on health professional practice, education, and regulation. In the first round of our work, we identified accrediting of specialty programs as a concern, but one that seemed less pressing than the numbers of health professionals being produced, their skill base, and the process by which their professional practice was regulated.

The next round of work began in April of 1997. In this phase, the Commission will be guided by a Task Force on Accreditation. The task force will examine the ways in which accreditation informs and shapes the health professional school, and how accreditation might be used to assist the schools in meeting the enormous challenges that exist today for health care professionals and institutions.

For more about the Task Force or the Commission, or about the Center for the Health Professions at the University of California-San Francisco, which staffs both, visit the Center's webpage at *futurehealth.ucsf.edu*.

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals *(ASHE-ERIC Higher Education Reports* and *Journal of Higher Education);* and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

AAHE Membership *(choose one) (add $10/yr outside the U.S.):*
Regular: ❑ 1yr,$95 ❑ 2yrs,$185 ❑ 3yrs,$275 Retired: ❑ 1yr,$50 Student: ❑ 1yr,$50

AAHE Caucuses *(all are open to all members; choose same number of years as above)*
Amer Indian/Alaska Native: ____ yrs @ $10/yr
Asian and Pacific: ____ yrs @ $15/yr
Black: ❑ 1yr,$25 ❑ 2yrs,$45 ❑ 3yrs,$70
Hispanic: ❑ 1yr,$25 ❑ 2yrs,$45 ❑ 3yrs,$70
Women's: ____ yrs @ $10/yr

Name (Dr./Mr./Ms.) _____ ❑ M/❑ F

Position _____
(if faculty, include discipline)

Institution/Organization _____

Address ❑ home/❑ work _____

_____

City/St/Zip _____

Day ph _____ Eve ph _____

Fax _____ Email _____
(if not Internet, specify)

❑ Bill me. ❑ Check is enclosed (payment in U.S. funds only). ❑ VISA ❑ MasterCard

_____
Card number Exp.

_____
Cardholder name Signature

6/97 Rates expire 6/30/97

Moving? Clip out the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073